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ABSTRACT

This document contains information from and about a world assembly on creativity and democratic governance in adult learning that was held by the International Council for Adult Education (ICAE) and its partner organizations in the Caribbean. The proceedings begin with English, French, and Spanish translations of the address "Welcome-Bienvenue-Bienvenidas" (Paul Belanger) and the paper "Diversity in Action: Adult Education in the Caribbean" (Eva Kupidura). Presented next are English, French, and Spanish translations of the conference schedule, which included workshop and sessions on topics such as the following: policy advocacy in adult literacy; adult learning documentation and information; lifelong learning; adult learning in prisons; Adult Learners' Week; adult learning as a tool for empowerment; global citizenship and learning gender justice; peace education; globalization and social movement learning; and training in the adult sector. An announcement describing a book on women's education published by the ICAE is presented along with the following papers: "Address by the Rt. Hon. P.J. Patterson, Prime Minister of Jamaica"; "Speech by Hans Persson"; and "Remarks

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at the Opening of the Sixth World Assembly International Council for Adult Educators" (Burchell Whiteman). The following items are also included: English, French, and Spanish versions of the Ocho Rios Declaration "Adult Learning: A Key to Democratic Citizenship and Global Action"; a concordance to the workshop reports and plenary papers; the closing address "Remarks at the Closing Ceremony" (Burchell Whiteman); a summary of the proceedings of the general assembly of members; a list of organizing committee members; profiles of the ICAE Executive Committee members; and a list of participants. (MN)

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CREATIVITY AND DEMOCRATIC GOVERNANCE
ADULT LEARNING: A STRATEGIC CHOICE

PROCEEDINGS OF THE
ICAE SIXTH WORLD ASSEMBLY

OCHO RIOS, JAMAICA, AUGUST 9–12, 2001

CRÉATIVITÉ ET GOUVERNANCE DÉMOCRATIQUE
L'APPRENTISSAGE DES ADULTES : UN CHOIX STRATÉGIQUE

ACTES DE LA
SIXIÈME ASSEMBLÉE MONDIALE DU CIEA

OCHO RIOS, JAMAIQUE, 9 AU 12 AOÛT 2001

CREATIVIDAD Y GOBERNABILIDAD DEMOCRÁTICA
EDUCACIÓN DE ADULTOS: UNA ELECCIÓN ESTRATÉGICA

ACTAS DE LA
SEXTA ASAMBLEA MUNDIAL DEL ICAE

OCHO RIOS, JAMAICA, AGOSTO 9–12, 2001

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Adult Learning: A Strategic Choice

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L'apprentissage des adultes : un choix stratégique

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Educación de adultos: una elección estratégica

Actas de la
Sexta asamblea mundial del ICAE

Ocho Rios, Jamaica, Agosto 9–12, 2001

Compiled and Edited
by Stephan Dobson

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PREFACE

From August 9 to 12, 2001, in Ocho Rios, Jamaica, the International Council for Adult Education and its partner organizations in the Caribbean held the Sixth World Assembly on Adult Education followed by the General Assembly of ICAE member organizations. The World Assembly was organized under the theme *Creativity and Democratic Governance—Adult Learning A Strategic Choice*. About 300 participants from 52 countries attended, and represented ICAE regional and national member organizations, adult learning and education specialists, practitioners, adult learners, other NGOs from all regions, universities, UNESCO and other agencies, government representatives, and funding agencies.

The Assembly was organized to provide a forum for ICAE members, partners and other groups to debate and discuss new directions in adult and lifelong learning through panel presentations, action-oriented workshops, regional caucuses, and many informal gatherings and discussions. In all these events, participants focused on developing recommendations for future ICAE actions. These debates were succinctly and poignantly summarized at the World Assembly's conclusion in the *Ocho Rios Declaration: Adult Learning A Key to Democratic Citizenship and Global Action*, which was adopted by all participants.

On August 12, following the World Assembly, 44 regional and national ICAE member organizations met at the General Assembly of membership. In regional caucuses and plenary discussions, the General Assembly defined further ICAE priorities and actions, developed regional input and recommendations, and elected a new Executive Committee.

The ICAE extends its warm thanks to our host organizations in the Caribbean, JACAE, CARCAE, and JAMAL, to the Jamaican Government, to our funders, and to foremost, to ICAE members and adult educators who came from all over the world and joined together.

These *Proceedings* are supplemented by the special *World Assembly* issue of ICAE's journal **Convergence** (34[2-3] 2001). Readers interested in the texts of the workshop reports are referred to that issue of the journal or to ICAE's website <http://www.web.net/icae/eng/wab.html>. A concordance giving the page numbers of the workshop reports in **Convergence** is to be found on page 50 herein.

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ACKNOWLEDGEMENT OF SPONSORS

ICAE gratefully acknowledges the following institutions for their financial support to the 6th ICAE World Assembly:

The Ministry of Education, Jamaica
Canadian International Development Agency (CIDA)
Swedish International Development Cooperation Agency (SIDA)
Ministry of Foreign Affairs, Norway
The Commonwealth Foundation, UK
German Adult Education Association (IIZ DVV)
Health Canada
Global Support for Local Action Project, USA

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Welcome–Bienvenue–Bienvenidas

Paul Bélanger

President/Président/Presidente

You have come to Jamaica, from all around the world, to join a special World Assembly. Here, together, we will put forward new initiatives and draw a concrete plan of action, giving a voice, globally and locally, to all women and men who strive to assert their right to learn, their aspirations for creative life, and the opportunity to develop their individual and collective skills.

On behalf of the members of the Executive Committee and the global networks of the International Council for Adult Education, I welcome you warmly. We are very pleased that you have come to join us in Jamaica. We need you this week.

Though our previous efforts may have fully demonstrated that "Adult Learning is a Strategic Choice," this alternative approach to achieve change

Vous êtes venus en Jamaïque des quatre coins du monde pour participer à une assemblée mondiale spéciale. Ensemble, ici, nous allons mettre de l'avant de nouvelles initiatives et dresser un plan d'action concret qui permettra de faire entendre, à l'échelle internationale et locale, toutes les femmes et tous les hommes qui s'efforcent d'affirmer leur droit à l'apprentissage, leur aspiration à mener une vie créative et la possibilité de développer leurs compétences individuelles et collectives.

Au nom des membres du comité exécutiv et des réseaux mondiaux du Conseil international d'éducation des adultes, je vous accueille chaleureusement. Nous sommes ravis que vous vous soyez joints à nous en Jamaïque. Nous aurons besoin de vous cette semaine.

Hemos venido a Jamaica desde todas partes del mundo para unirnos a una Asamblea Mundial especial. Desde aqui, juntos, adelantaremos nuevas iniciativas y señalaremos un plan de acción completo para darle una voz, a vivel local y global, a todos los hombres y mujeres que luchan por reivindicar su derecho a aprendar, a colmar sus aspiractiones de llevar una vida creativa, y a la oportunidad de desarrollar sus talentos individuales y colectivos.

A nombre de los miembros de la Junta Directiva y las redes globales del ICAE me place darles la bienvenida. Estamos muy complacidos de tenerlos aqui con nosotros en Jamaica. Necesitamos su presencia durante esta semana.

Aunque nuestros esfuerzos anteriores hayan podido demostrar

will never be effective without strong advocacy, without skilled people who are able to voice their concerns, without a vocal, imaginative and ongoing virtual world assembly of learners. How will we achieve these goals? This is our challenge; this is our task during these five days.

We express our deep gratitude to the government of Jamaica and, in particular, the Right Honorable Prime Minister, P.J. Patterson, for hosting this World Assembly. We are honoured to hold this important gathering in a country, in a region, that has demonstrated to the world how to encourage and celebrate creative adult learning.

In solidarity we come and meet to make a solid contribution for the sake of creative democracy. Let's do it!

Nos efforts antérieurs nous ont permis de montrer pleinement que « l'apprentissage des adultes est un choix stratégique ». Pour être efficace, cette nouvelle approche du changement doit reposer sur une solide défense des droits, des personnes compétentes qui sont en mesure de faire entendre leurs préoccupations et une assemblée d'apprenants mondiale, virtuelle, imaginative et constante qui said aussi se faire entendre. Comment atteindre ces objectifs? Il s'agit là de notre défi c'est ce que nous allons faire pendant ces cinq jours.

Nous tenons à exprimer notre profonde gratitude au gouvernment jamaïcain et, en particulier, au très honorable P.J. Patterson, premier ministre, qui accueille cette assemblée mondiale. Nous sommes honorés d'organiser cette importante réunion dans un pays et une région qui ont montré au monde entier la façon d'encourager et de célébrer un apprentissage des adultes créatif.

Par souci de solidarité, nous sommes venus nous rassembler pour contribuer, nous aussi, à la démocratie créative. Alors, passons à l'action!

completamente que "la educación de adultos es una elección estratégica esa aproximación alternativa para lograr el cambio nunca será eficaz sin una defensa decisiva, sin gentre capacitada que sea capaz de espresar sus intereses; sin la voz creativa y continua de una asamblea mundial y virual de estudiantes. ¿Cómo lograremos estos objetivos? Este es el desafío al que nos enfrentamos; esta es nuestra tarea durante estos cinco días.

Queremos expresar nuestra más profunda gratitud al govierno de Jamaica y en particular al Honorablilísimo Primer Ministor, Sr. P.J. Patterson por acoger esta Asamblea Mundial. Nos sentimos honrados de llevar a cabo esta importante reunión en un país, en una región, que ha demostrado al mundo cómo promover y celebrar el aprendizaje creativo de adultos.

Con ánimo solidario hemos venido a reunirnos aquií para realizar una sólida contribución en aras de la democracia creativa. ¡Sigamos adelante!

WELCOME

Our House is Your House

Lascelles Lewis

President
Jamaican Council for Adult Education
Chairman, Organising Committee

History today has bestowed on us the special honour of hosting the Sixth World Assembly and General Assembly of the International Council for Adult Education. This conference, which is being held for the first time in a developing country, signals the importance which the member countries of the ICAE attach to the critical issue of adult education in the developing world.

The Jamaican Council for Adult Education, on behalf of the Caribbean Regional Council for Adult Education, extends a warm welcome to the many participants from our brother and sister organizations from every part of the globe. Over the next few days, we will deliberate on a range of issues which will mean the difference between development and underdevelopment for millions of the world's underprivileged peoples.

But while we work at resolving some of humankind's most intractable problems related to lack of adult education, we invite all our guests to indulge shamelessly in the spirit of Jamaican and Caribbean hospitality; cavort in the warm blue waters of the Caribbean Sea which generously washes our shores; bask in our sun-kissed beaches; lose yourselves in the lush vegetation with which we are blessed and leave with fond memories of a true island paradise.

Our national organizing committee has worked hard to ensure that the conference runs as smoothly as possible. We tried to take into consideration the range and variety of cultures represented in our special organization. However, we stand ready to respond to any of your needs which we might have overlooked. Jamaica is yours for the next few days because truly our house is your house.

Diversity in Action: Adult Education in the Caribbean

Eva Kupidura

The Caribbean is a region of small and developing countries, mostly islands, that share a history of colonization by the English, French, Spanish and Dutch. That history has resulted in the variety of languages spoken in the region today. The Caribbean's total population is only about 31 million, dispersed from Belize in Central America in the east, to the Bahamas and the Turks and Caicos Islands in the north, the Leeward group of islands that separate the Caribbean Sea from the Atlantic Ocean, and Suriname in Guyana in South America. Diversity is a key concept in understanding the region, and adult education both benefits from and is challenged by the diversity of the Caribbean.

The Caribbean is one of the ICAE's seven regional organizations. Within the ICAE network, it was first represented by national associations and later the Caribbean Council for Adult Education (CARCAE). Since 1986, that organization has been the recognized advisor on adult education to the Caribbean community. Vilma McClenan, CARCAE chair and ICAE vice-president for the region, represents the Caribbean on the ICAE Executive Committee.

CARCAE's history dates to the early 1970s. Then and now, the UN grouped the Caribbean with predominantly Spanish-speaking Latin America. Taking the UN's lead, the ICAE, at its first World Assembly in Dar es Salaam in 1976, considered recognizing the English-speaking Caribbean as a sub-region within Latin America. In 1978, however, the council's Executive Committee, at a meeting held in San Jose, Costa Rica, decided (contrary to the UN system) to recognize the Caribbean as a separate region in its own right. It would include not only all English-speaking but all non-Spanish-speaking countries, territories and

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This article is reprinted from *ICAE News* (Summer 2001): 8.

islands in the region. Thus, CARCAE includes and serves 22 countries in the Creole, English-, French-, Dutch and Papiamento-speaking Caribbean region.

CARCAE's activities are determined by its philosophy that the greatest wealth is people. It thus emphasizes activities related to human resource development. It assists special groups, such as prisoners, the disabled and migrant workers; fosters the potential of youth and older adults; addresses gender, literacy, poverty reduction, peace and human rights, and environmental adult-education issues; and incorporates family values into all its won and member adult education activities.

A series of national consultations and thematic discussions at the last CARCAE General Assembly resulted in the establishment of the Caribbean Regional Agenda for Adult Education. This initiative guides current work in support of the ICAE World Assembly in Jamaica. Areas of action include: training trainers, community participation, adult education for tartget groups with special needs (out-of-school youth, older adults, parents, people with disabilities, the displaced, migrants, prisoners and ex-prisoners, young men at risk), literacy, basic life skills, health and the environment.

The ICAE gratefully acknowledges CARCAE's continued commitment and support in organizing the World Assembly in the Caribbean Region.

CARCAE's Mission

Within the growing global context of scarce resources, CARCAE pursues a policy of self-sufficiency and a programme of activities for all categories of adult learners and integrates learning into all aspects of life to liberate the capacities of learners, increase their confidence, and to promote the development of the entire educational potential of the peoples of the region. CARCAE strives to develop awareness and recognition of the importance of lifelong learning for individual growth and social well-being as well as for sustainable national and regional development.

CARCAE Membership

Anguilla, Angigua, Aruba, Barbados, Belize, British Virgin Islands, Bahamas, Dominica, Guadeloupe, Guyana, Haiti, Jamaica, Martinique, Montserrat, Netherlands Antilles, St. Kitts, St. Lucia, St. Maarten, St. Vincent, Suriname, Trinidad and Tobago, Turks and Caicos Islands.

Program—Horaire—Programa

SIXTH WORLD ASSEMBLY
SCHEDULE

8 August 2001
6:00am–8pm — **Welcome and Registration,** North Tower (main lobby) Exhibit Set-up, Grande Hall

9 August 2001
7:30am–8:40am — **Welcome and Registration,** North Tower (main lobby)

8:30am–9am — Music by The Alpha Boys Band in the Portland Ballroom

9:00am–10:30am — **Opening Ceremony** The Prime Minister of Jamaica, The Right Honourable P.J. Patterson, and ICAE President Paul Bélanger address the assembly

10:30am–11:00am — Break

11:00am–12:30am — **Workshop Series A**

12:30pm–2pm — Lunch

2pm–4pm — **Workshop Series A,** continued

4pm–4:30pm — Break

4:30pm–7pm — **Plenary session:** *First Public Panel Discussion* Policy Advocacy: The Right to Learn of All Women and Men

7:30pm — **Welcome Reception,** Grande Hall Hosted by the Honourable Senator Burchell Whitman, Ministry of Education, Youth and Culture

10 August 2001
8:00am–9am — **Regional Caucuses**

8:00am–10:00am — **Welcome and Registration** North Tower (main lobby)

9:00am–10:30am — **Workshop Series A:** Conclusion

10:30am–11:00am — Break

11:00am–1:00pm — **Plenary Session:** *Second Panel Discussion* Globalization and Self-Governance: The Collective Action of Citizens

1:00pm–2:30pm	Lunch
12:30pm–4:30pm	**Workshop Series B**
4:30pm–5:00pm	Break
5:00pm–7:00pm	**Workshop Series B**, continued
7:30pm	Caribbean Cultural Evening, hosted by CARCAE and JACAE

11 August 2001

8:00am–9:00am	**Regional Caucuses**
9:00am–10:30am	**Workshop Series B**, conclusion
10:30am–11:00am	Break
11:00am–12:30pm	**Issues Forum**
12:30pm–2:00 pm	Lunch
2:00pm–4:00pm	**Special Plenary Session:** Adult Learning in the Caribbean at the Beginning of the New Century
4:00pm–4:30pm	Break
4:30pm–6pm	**Closing Plenary Session:** Presentation of the Dame Nita Barrow Award; Adoption and Proclamation of the Ocho Rios Declaration
6:00pm–8:00pm	**Commonwealth Forum and Similar Organizations' Forum**
8:00pm	**Reception,** hosted by ICAE
	Book Launch by the Gender and Education Office (GEO) *Women's Education Chronicles of a Process* Presented by Paul Bélanger

12 August 2001
ICAE General Assembly of Members

9:00am–10:30am	**Adoption of the agenda** Adoption of the minutes of the Special Assembly (September 1999, Manila) Report of the activities since the Special Assembly (September 1999, Manila)
10:30am–11:00am	Break
11:00am–12:30pm	**Debate:** ICAE's actions, priorities and interventions
12:30pm–2:00pm	Lunch
2:00pm–4:00pm	Adoption of the 2001–2003 ICAE general programme and budget
4:00pm–4:30pm	Break
4:30pm–6:00pm	Constitutional discussions Elections Planning meetings Closing

13 August 2001
ICAE Executive Committee Meeting

Workshop Series A

A1 Making a case for adult learners: guidebook on policy advocacy

This workshop focuses on developing a practical guidebook on policy advocacy, addressing concepts of advocacy and policy formation in adult learning, defining main areas and methods, and identifying case studies of best practices locally, regionally and globally.

Coordinators:
János Tóth is vice-president of the ICAE, Adults Europe, and Executive Board member of the European Association for the Education of

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(EAEA). Mr. Tóth is the managing president of the Hungarian Folk High School Society.

Alan Tuckett is director of the National Institute of Adult Continuing Education and a special professor in continuing education at the University of Nottingham. Mr. Tuckett is president of the Pre-School Learning Alliance and works with UNESCO to promote adult learners' weeks.

A2 Policy advocacy for adult literacy

This workshop will assess progress in "mainstreaming" adult literacy, advocacy and NGO/civil society participation in the Education for All process. Participants will identify ICAE actions to strengthen the lobbying efforts of NGOs and civil society groups.

Coordinators:

Maria-Lourdes Almazan Khan is vice-president of the ICAE, Asia-South Pacific Region, and secretary general of the Asia/South Pacific Bureau of Adult Education (ASPBAE). Ms. Almazan-Khan has extensive experience in local and regional NGO development work.

Nitya Rao is a PhD candidate at the University of East Anglia, UK, former ASPBAE program officer and co-coordinator of the ICAE's International Literacy Support Services programme. Ms. Rao has facilitated the development of innovative literacy strategies as well as regional and international policy advocacy practices.

A3 Adult learning documentation and information: building the network

This workshop continues the work of the Adult Learning Documentation and Information Network. It will focus on current issues related to adult-learning documentation and information services, developing projects, strengthening co-operation within the network and expanding network membership.

Coordinators:

Eva Kupidura is the ICAE's Information and Communications coordinator and a member of the Steering Committee of the Adult Learning Documentation and Information Network, UIE. Ms. Kupidura holds a master's degree in library science.

Susan Imel is senior research specialist at the Center on Education and Training at Ohio State University, and adult-education specialist for the ERIC Clearinghouse. Ms. Imel is the editor-in-chief of New Directions for Adult and Continuing Education.

Lisa Krolak is head of documentation at the UIE and previously worked with the U.S. Information Service bureau at the U.S. Embassy in Bonn, Germany. Ms. Krolak holds an MSc degree in library and information science.

A4 Primary health care reform in the Americas: Implications for human resource development and lifelong learning

This workshop is a forum to explore selected national experiences in primary health care training and research. It aims to develop specific strategies and indicators for monitoring effectiveness in order to improve training for primary health care researchers according to the perspective of lifelong learning.

Coordinators:

Yves Talbot is a professor in the department of Family and Community Medicine and Health Administration at the University of Toronto. Mr. Talbot has a particular interest in the role of primary care and the questions of equity.

Monica Riutort was involved in the establishment of the first WHO Collaborating Centre in Women's Health at the University of Toronto. Ms. Riutort has worked at the University of Costa Rica to develop community programs, research, academic programmes and student exchanges for the eradication of violence against women.

A5 Lifelong learning and adult education policy

This workshop focuses on the European Union's Memorandum on Lifelong Learning, taking into consideration new documents published by the

OECD, UNESCO, the European Union, the Council of Europe and the World Bank.

Coordinators:
Astrid Thoner is senior advisor to the Norwegian Association for Adult Learning and an adult educator with extensive experience in international adult education policy.

Jorma Turunen is president of the EAEA and secretary general of the Finnish Workers' Educational Association.

Sue Waddington is vice-president of the EAEA, with experience in the European NGO consultation process and an understanding of the EAEA's proposals and positions.

A6 Adult Learning in Prisons

This workshop examines the global situation in prison education, from international-policy and local-practice perspectives. It poses questions such as "How can education in the prison improve?" and "Is prison education a basic right or a privilege?" Participants will identify future actions.

Coordinator:
Marc de Maeyer is senior research specialist and head of the program on adult education in prisons at the UIE in Hamburg. Mr. de Maeyer is coordinating an international study in prison education in 40 countries.

Task force: the state of world adult learning

This task force, convened by the ICAE, seeks to undertake a study focusing on participation rates, access, policies, legislation and international commitments on adult education. The study on the state of world adult learning, from a civil society perspective, will be ICAE's input to the 2003 post-CONFINTEA review.

Coordinator:
Sociologist and researcher **María Bonino** is a member of GEO and has monitored and evaluated education and gender programmes in Asia, Africa, Europe and Latin America. She is currently monitoring Interamerican Development Bank-Governmental Educational Programmes for Marginal Youth in Uruguay.

Workshop Series B

B1 Adult Learners' Week

Based on the experiences of the numerous countries that organize national adult learners' week, this workshop will take stock of accumulated expertise and will develop a plan of action to expand this initiative to many other countries.

Coordinators:
Vilma McClenan is vice-president of the ICAE, Caribbean Region, and chairperson of the Caribbean Regional Council for Adult Education. Ms. McClenan is the coordinator for Academic Programmes at The University of West Indies Distance Education Centre.

Alan Tuckett See Workshop A1.

B2 Adult learning: a tool for the empowerment of people facing the rapid transformation of work

This workshop will address the growing concern around adult learning and micro economics. It will examine poverty alleviation and alternative methods of relating work and adult learning, by exploring ways to bridge the gap between literacy and work.

Coordinators:
Robert Gregory is director of vocational education at the Human Employment and Resource Training Trust (HEART), established by the Jamaican government to finance, develop and monitor employment-training schemes for young people, and to be a national training agency.

Felix Cadena is the leader of a new network on social economy and adult learning in Mexico.

B3 Global citizenship: learning gender justice

This workshop seeks to promote understanding and recognition of how discrimination based on ideologies, stereotypes and sexist practices prevents women from fully participating as global citizens. In order to achieve gender justice, these issues must

be brought to the forefront of educational policy and practice reform.

Coordinators:
Celita Eccher is treasurer on the ICAE Executive Committee, coordinator of the ICAE's Gender and Education Office (GEO), and general coordinator of Red de Educación Popular Entre Mujeres. Ms. Eccher is a feminist educator, author and editor of many publications.

Josefa (Gigi) Francisco is executive director of the Women and Gender Institute and a professor in the International Studies department at Miriam College in the Philippines. Ms. Francisco is the regional coordinator, for Southeast Asia, of the Development Alternatives with Women for the New Era (DAWN).

Sofia Valdivielso Gomez is a psychologist and adult educator in literacy, social education, community development and specialized education. Ms. Valdivielso Gomez is a consultant to the UNESCO Institute for Education (UIE) in Hamburg, and an active member of GEO, with publications in the fields of Women's Education and Adult Education.

Fatima Pandy is director of Fair Share at the University of Western Cape. Ms. Pandy has served as a senior consultant for the Parliament of the Republic of South Africa and the Institute for International Cooperation of the German Adult Education Association. Her publications on gender research include contributions to Agenda, REPEM Uruguay and International Cooperation of the German Education Association.

Carolyn Medel Añonuevo is a sociologist and senior research specialist at the UNESCO Institute for Education. Ms. Medel Anonuevo is a former professor at the University of the Philippines and former executive director of the Center for Women's Resources, a national women's NGO involved in popular education and research for women.

B4 Peace education and the resolution of violent conflict

This workshop engages the educational dynamics involved in the resolution of violent conflicts by exploring, through concrete experiences, the understandings and skills required by adult educators.

Coordinator:
Murray Thomson is the founding director of PeaceFund Canada and former head of the Adult Education division of the government of Saskatchewan, Canada. Mr. Thomson is former chief executive officer of CUSO-SUCO.

B5 Globalization and social-movement learning: Seattle, Porto Alegre, Québec and beyond

This workshop explores the social-movement-learning dimensions of the recent anti- capitalist and anti-globalization events, analyzing emerging forms of global organizing and identifying roles for adult-education organizations and networks, particularly within the ICAE.

Coordinators:
Shahrzad Mojab is a professor in the department of Adult Education, Community Development and Counseling Psychology at the Ontario Institute for Studies in Education, the University of Toronto, Canada. Ms. Mojab is the editor of the ICAE's journal, Convergence.

Budd Hall is vice-president of the ICAE, North America, former secretary-general of the ICAE and dean of the faculty of Education at the University of Victoria, Canada. Mr. Hall works in the field of participatory research and social movement learning. He is also a poet.

B6 Training the post-CONFINTEA V adult educator

This workshop seeks to identify the key issues in developing training for the post-CONFINTEA adult educator. Participants will propose strategies for future action from an international perspective.

Coordinator:
Frank Youngman is head of the department of Adult Education and a professor at the University of Botswana. Mr. Youngman's most recent book is *The Political Economy of Adult Education and Development*, published by Zed Books, London.

PLENARY SESSIONS

First public panel discussion: Policy advocacy: the right to learn of all women and men

This panel features successful advocacy work in the field of adult learning. Panelists will reflect upon the efforts that have brought about positive policy reform and programme transformation. From these reflections, action-oriented proposals will be put forward as recommendations for the next phase of ICAE Adult Learning Advocacy.

Panelists:

Maria-Lourdes Almazan Khan is vice-president of the ICAE, Asia-South Pacific Region, and secretary general of the Asia/South Pacific Bureau of Adult Education. Ms. Almazan-Khan has extensive experience in local and regional NGO development work.

Sergio Haddad is executive secretary of the Acao Educativa Assessoria Pesuisa e Informaçao, a Sao Paulo–based organization for adult-education research and information. Mr. Haddad is a researcher, editor and author of many publications on adult education, literacy and educational policy.

Sara Longwe is a women's rights activist and founding member and current chairperson of FEMNET (the African Women's Development and Communi- cation Network). Ms. Longwe is a specialist in gender analysis for programme evaluation and training (for example, her work on the Women's Empowerment Framework).

Adama Ouane is director of the UNESCO Institute for Education and coordinator of the Research, Advocacy and Capacity Building program at UIE. Mr. Ouane is responsible for adult learning from the perspective of literacy and lifelong learning, and is a specialist in literacy and policy monitoring.

Alan Tuckett is director of the National Institute of Adult Continuing Education (England and Wales) and a special professor in continuing education at the University of Nottingham. Mr. Tuckett is president of the Pre-School Learning Alliance and works with UNESCO to promote adult learners' week.

Charles Abani, Global Campaign for Education (GCE)

Moderator:

Vilma McClenan is vice-president of the ICAE, Caribbean Region, and chairperson of the Caribbean Regional Council for Adult Education (CARCAE). Ms. McClenan is the coordinator for Academic Programmes at The University of West Indies Distance Education Centre.

Second public panel discussion: Globalization and self-governance: the collective action of citizens

This panel aims to create a response from the adult-learning movement to the rapidly growing issue of global democracy. Current challenges and conditions for active world citizenship and local self-governance will be the focus.

Panelists:

Rosa Maria Alfaro Moreno is an educator at Pontifica Universidad Catolica del Peru, professor at the University of Lima and founder and president of ACS Calandria. Ms. Alfaro Moreno is an advisor in education and communication, and a published author and essayist.

Émile Ollivier is professor at the University of Montreal; a guest professor at Freie Universitat, Berlin, and Chuo University, Tokyo; and is a member of the Québec Academy of Arts and Letters. Mr. Olivier is a novelist and a specialist on racism and the rebuilding of adult education. He is the president of the Québec-based Institut Canadien d'Education des Adultes.

Seham Negm Secretary-General of Arab Network for Literacy and Adult Education

Aïcha Barki, Association Algérienne d'Alphabétisation

Moderator:

Rex Milton Nettleford is vice-chancellor of the University of the West Indies, and has been a

leader in Caribbean higher education for more than 40 years. He is also a longstanding advocate of adult education, author of several publications, and lecturer. He has received many awards, including the prestigious high Jamaican national honour of Order of Merit.

Special plenary session:

Adult learning in the Caribbean at the beginning of the new century

This Special Plenary will provide a brief retrospective look at the beginnings of and work in formal adult education within the CARCAE countries. It will then focus on the various adult-education initiatives and activities being planned and implemented as we enter a new century. A new publication on adult education in the Caribbean will be launched at the end of the session.

Panelists:

Lawrence D. Carrington is a professor and vice-chancellor for the Board for Non-Campus Countries and Distance Education of The University of the West Indies, where he is also director of the School for Continuing Studies. Dr. Carrington is a member of CARCAE and the Jamaica Council for Adult Education (JACAE).

Angela Ramsey is a programme coordinator, course writer and lecturer in the Certificate in Adult Education delivered at a distance via The University of West Indies Distance Education Centre's audio-teleconferencing system. Ms. Ramsey is a member of JACAE, and co-author of the UNESCO series on Adult Education in the Caribbean.

Vilma McClenan See First Public Panel Discussion.

Moderator:

Claudia Harvey is the UNESCO representative to the Northern Caribbean and education adviser to the English and Dutch Caribbean. She is a former chairman of CARCAE, has been member-at-large on the CARCAE executive and continues to be one of CARCAE's special advisers.

SIXIÈME ASSEMBLÉE MONDIALE
HORAIRE

8 août 2001

6 h–20 h **Accueil et inscriptions,** North Tower (grand hall) Exposition, Grand Hall

9 août 2001

7 h 30–8 h 40 **Accueil et inscriptions,** North Tower (grand hall)

8 h 30–9 h Musique par *The Alpha Boys Band* dans la salle de bal Portland
Veuillez vous asseoir pour la cérémonie d'ouverture, à 8 h 45

9 h–10 h 30 **Cérémonie d'ouverture** Le premier ministre de Jamaïque, le très honorable Percival J. Patterson et le président du CIEA, Paul Bélanger s'adressent à l'assemblée

10 h 30–11 h Pause

11 h–12 h 30 **Série d'ateliers A**

12 h 30–14 h Dîner

14 h–16 h Série d'ateliers A, suite

16 h–16 h 30 Pause

16 h 30–19 h **Assemblée plénière :** *première débat* Comment promouvoir le droit des femmes et des hommes d'apprendre tout au long de leur vie

19 h 30 **Réception de bienvenue,** Grand Hall Sous l'égide de l'honorable sénateur Burchell Whitman, ministre de l'Éducation, de la Jeunesse et de la Culture

10 août 2001

8 h–9 h **Réunions régionales**

8 h–10 h **Accueil et inscriptions,** North Tower (grand hall)

9 h–10 h 30 **Série d'ateliers A,** conclusion

10 h 30–11 h Pause

11 h–13 h **Assemblée plénière :** *deuxième débat* Mondialisation et autonomie : l'action collective des citoyens

13 h–14 h 30 Dîner

14 h 30–16 h 30 **Série d'ateliers B**

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16 h 30–17 h	Pause
17 h–19 h	**Série d'ateliers B,** suite
19 h 30	Soirée culturelle des Caraïbes, animée par le CARCAE et le JACAE

11 août 2001

8 h–9 h	**Réunions régionales**
9 h–10 h 30	**Série d'ateliers B,** conclusion
10 h 30–11 h	Pause
11 h–12 h 30	**Forum**
12 h 30–14 h	Dîner
14 h–16 h	**Assemblée plénière spéciale :** l'éducation des adultes dans les Caraïbes au tournant du nouveau siècle
16 h–16 h 30	Pause
16 h 30–18 h	**Assemblée plénière de clôture :** présentation du prix Dame Nita Barrow; adoption et proclamation de la déclaration d'Ocho Rios
18 h–20 h	**Forum du Commonwealth et forums d'organismes similaires**
20 h	**Réception,** sous l'égide du CIEA
	Lancement d'une publication du Bureau d'éducation de la femme (GEO) du CIEA *L'éducation des femmes, chronique d'une démarche collective*. Présentation de la publication : Paul Bélanger

12 août 2001

Assemblée générale des membres du CIEA

9 h–10 h 30	Adoption de l'ordre du jour Adoption du compte rendu de l'assemblée spéciale (septembre 1999, Manille) Rapport sur les activités depuis l'assemblée spéciale (septembre 1999, Manille)
10 h 30–11h	Pause
11h–12 h 30	**Débat :** les actions, les priorités et les interventions du CIEA
12 h 30–14 h	Dîner
14 h–16 h	Adoption du programme général et du budget du CIEA pour 2001–2003
16 h–16 h 30	Pause
16 h 30–18 h	Discussions constitutionnelles Élections Réunions de planification Clôture

13 août 2001

Réunion du comité exécutif du CIEA

Ateliers de la série A

A1 Défense des droits des apprenants adultes : guide pour l'action

Cet atelier met l'accent sur l'élaboration d'un guide pratique pour la promotion de politiques alternatives; il permettra aux participants d'aborder les concepts de promotion des droits et d'élaboration des politiques dans le domaine de l'éducation des adultes, on y définira les principaux domaines et

méthodes et on y déterminera les études de cas liées aux pratiques exemplaires, aux niveaux local, régional et mondial.

Coordonnateurs :
János Tóth est vice-président du CIEA, Europe et membre du conseil d'administration de l'Association européenne pour l'éducation des adultes (AEEA). M. Tóth est président de la Hungarian Folk High School Society.

Alan Tuckett dirige le National Institute of Adult Continuing Education (England and Wales) et est professeur spécial en formation continue à l'université de Nottingham. M. Tuckett est président de la Pre-School Learning Alliance et travaille avec l'UNESCO pour promouvoir la semaine des apprenants adultes.

A2 Promotion de nouvelles politiques pour l'alphabétisation des adultes

Dans le cadre de cet atelier, on évaluera les progrès en alphabétisation des adultes, la défense des droits et la participation des ONG et de la société civile au processus de l'Éducation pour tous. Les participants définiront les actions du CIEA visant à renforcer le lobbying des ONG et des groupes de la société civile.

Coordonnateurs :
Maria-Lourdes Almazan Khan est vice-présidente du CIEA, région de l'Asie et du Pacifique Sud, et secrétaire générale du Asia South Pacific Bureau of Adult Education. Mme Almazan-Khan a une grande expérience du travail de développement des ONG locales et régionales.

Nitya Rao est candidate au PhD, University of East Anglia, R.-U., ancienne agent de programme à l'ASPBAE et coordonnatrice du Service international de soutien à l'alphabétisation. Mme Rao est à l'origine de l'élaboration de stratégies d'alphabétisation novatrices et de pratiques de défense des politiques régionales et internationales.

A3 Documentation et information sur l'éducation des adultes

Dans cet atelier, les participants vont pour-suivre le travail du Adult Learning Documentation and Information Network. Ils mettront l'accent sur les questions actuelles liées aux services de documentation et d'information, à l'élaboration de projets, au renforcement de la coopération au sein du réseau et à l'élargissement du nombre de membres du réseau.

Coordonnateurs :
Eva Kupidura coordonne l'information et les communications au CIEA et est membre du comité directeur du Adult Learning Documentation and Information Network, IUE. Mme Kupidura a une maîtrise en bibliothéconomie.

Susan Imel est spécialiste principale de la recherche au Center on Education and Training, Ohio State University et spécialiste de l'éducation des adultes pour ERIC Clearinghouse. Mme Imel est rédactrice en chef de New Directions for Adult and Continuing Education.

Lisa Krolak est chef de la documentation à l'IUE. Elle a travaillé avec le U.S. Information Service bureau, à l'ambassade américaine de Bonn, en Allemagne. Mme Krolak a une maîtrise en bibliothéconomie et en sciences de l'information.

A4 Réforme des soins de santé primaires dans les Amériques : conséquences pour l'éducation permanente

Cet atelier est un forum visant à explorer certaines expériences nationales dans la formation et la recherche en matière de soins de santé primaires. Il vise à élaborer des stratégies et des indicateurs spécifiques de suivi de l'efficacité afin d'améliorer la formation des chercheurs en soins de santé primaires dans la perspective de l'éducation permanente.

Coordonnateurs :
Yves Talbot est professeur au département de médecine familiale et communautaire et d'administration de la santé de l'Université de Toronto. Il s'intéresse particulièrement au rôle des soins primaires et aux questions d'équité.

Monica Riutort a participé à la création du premier WHO Collaborating Centre in Women's Health, Université de Toronto. Mme Riutort a travaillé à l'université du Costa Rica pour élaborer des

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programmes communautaires, de formation générale et de recherche, et des échanges d'étudiants visant à éradiquer la violence faites aux femmes.

A5 Pour une politique de l'éducation permanente

Cet atelier traite du Mémorandum sur l'éducation et l'apprentissage tout au long de la vie de l'Union européenne et intègre les nouveaux documents publiés par l'OCDE, l'UNESCO, l'Union européenne, le Conseil de l'Europe et la Banque mondiale.

Coordonnateurs :
Astrid Thoner est conseillère principale auprès de la Norwegian Association for Adult Learning et formatrice. Elle a une grande expérience de la politique internationale d'éducation des adultes.

Jorma Turunen est présidente de l'Association européenne pour l'éducation des adultes et secrétaire générale de la Finnish Workers' Educational Association.

Sue Waddington est vice-présidente de l'Association européenne pour l'éducation des adultes et connaît bien le processus de consultation des ONG européennes ainsi que les propositions et les positions de l'AEEA.

A6 L'éducation des adultes en prison

Dans le cadre de cet atelier, les participants vont examiner la situation mondiale de l'éducation en prison, dans la perspective de la politique internationale et des pratiques locales. Ils se poseront les questions suivantes : « Comment peut-on améliorer l'éducation en prison? » et « L'éducation en prison est-elle un droit fondamental ou un privilège? » Les participants détermineront les actions à entreprendre.

Coordonnateur :
Marc de Maeyer est spécialiste principal de la recherche et chef des programmes d'éducation des adultes en prison à l'IUE, à Hamburg. M. de Maeyer coordonne une étude internationale sur l'éducation en prison dans 40 pays.

Groupe de travail : état de l'éducation et de la formation des adultes dans le monde

Ce groupe de travail, réuni par le CIEA, cherche à entreprendre une étude sur les taux de participation, l'accès, les politiques, la législation et les engagements internationaux concernant l'éducation des adultes. L'étude sur l'état de l'éducation et la formation des adultes dans le monde, dans la perspective de la société civile, sera la contribution du CIEA à l'examen qui suivra la CONFINTEA, en 2003.

Coordonnateur :
Sociologue et chercheuse, **María Bonino** est membre du bureau des sexes et de l'éducation. Elle a surveillé et évalué les programmes sur l'éducation et les sexes en Asie, en Afrique, en Europe et en Amérique latine. Elle assure actuellement le suivi, pour le compte de la Banque interaméricaine de développement, des programmes gouvernementaux d'éducation pour les jeunes marginaux en Uruguay.

Ateliers de la série B

B1 Semaine des apprenants adultes

Compte tenu de l'expérience de nombreux pays qui organisent une semaine nationale des apprenants adultes, les participants à cet atelier feront le point sur l'expertise accumulée et élaboreront un plan d'action visant à étendre cette initiative à de nombreux autres pays.

Coordonnateurs :
Vilma McClenan est vice-présidente du CIEA, région des Caraïbes et présidente du Caribbean Regional Council for Adult Education (CARCAE). Mme McClenan coordonne les programmes de formation générale du Distance Education Centre, University of West Indies.

Alan Tuckett Voir Atelier A1.

B2 L'éducation des adultes : un outil pour l'autonomie des peuples confrontés à la transformation rapide du travail

Dans le cadre de cet atelier, on traitera de la préoccupation croissante que soulèvent l'éducation et la formation des adultes et la micro-économie. Les participants examineront les moyens d'alléger la pauvreté et les autres méthodes permettant de faire le lien entre le travail et l'apprentissage des adultes, et ce, en explorant des façons de combler le fossé entre l'alphabétisation et le travail.

Coordonnateurs :

Robert Gregory est directeur de la formation professionnelle au Human Employment and Resource Training Trust (HEART), organisme créé par le gouvernement jamaïcain pour financer, élaborer et surveiller les programmes emploi- formation destinés aux jeunes et faire office d'agence nationale de formation.

Felix Cadena est le chef de file d'un nouveau réseau sur l'économie sociale et l'apprentissage des adultes au Mexique.

B3 Citoyen et citoyenne du monde : apprendre la justice entre les sexes

Cet atelier cherche à faire mieux comprendre et reconnaître la façon dont la discrimination axée sur les idéologies, les stéréotypes et les pratiques sexistes empêche la pleine participation des femmes en tant que citoyennes du monde. Afin de parvenir à une justice entre les sexes, ces questions doivent figurer à l'avant-scène de la politique de l'éducation et de la réforme des pratiques en vigueur.

Coordonnateurs :

Celita Eccher est trésorière au comité exécutif du CIEA, coordonnatrice au GEO du CIEA et coordonnatrice générale de Red de Educación Popular Entre Mujeres. Mme Eccher est une éducatrice féministe; elle est auteure et rédactrice en chef de nombreuses publications.

Josefa (Gigi) Francisco est directrice exécutive du Women and Gender Institute et professeure au département des études internationales du Miriam College, aux Philippines. Mme Francisco est coordonnatrice régionale pour l'Asie du Sud-Est du Development Alternatives with Women for the New Era (DAWN).

Sofia Valdivielso Gomez est psychologue et formatrice en alphabétisation, en éducation sociale, en développement communautaire et en éducation spécialisée. Mme Valdivielso Gomez est conseillère auprès de l'Institut de l'UNESCO pour l'éducation (IUE) à Hamburg et membre actif du GEO du CIEA. Elle publie dans le domaine de l'éducation des femmes et des adultes.

Fatima Pandy est directrice de Faire Share, University of Western Cape. Mme Pandy a été conseillère principale pour le parlement de la république d'Afrique du Sud et l'institut de coopération internationale de l'association allemande d'éducation des adultes. Ses publications sur les recherches sur les sexes comptent des contributions à Agenda, REPEM Uruguay et International Cooperation, de l'association allemande d'éducation.

Carolyn Medel Añonuevo est sociologue et spécialiste principale de la recherche à l'Institut de l'UNESCO pour l'éducation. Mme Medel Anonuevo a été professeure à l'université des Philippines et directrice exécutive au Center for Women's Resources, une ONG nationale de femmes qui participe à l'éducation populaire et à la recherche pour les femmes.

B4 Éducation pour la paix et résolution de conflits

Dans cet atelier, les participants abordent la dynamique éducative qui intervient dans la résolution de conflits en explorant, par l'entremise d'expériences concrètes, la compréhension et les compétences dont ont besoin les formateurs.

Coordonnateur :

Murray Thomson est le directeur fondateur du Fonds canadien pour la paix et l'ancien chef de la division de l'éducation des adultes au gouvernement de la Saskatchewan, Canada. M. Thomson est aussi l'ancien directeur général de CUSO-SUCO.

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B5 Mondialisation et mouvement social : leçons de Seattle, Porto Alegre, Québec et Gènes

Dans le cadre de cet atelier, les participants explorent les dimensions du mouvement social et de l'apprentissage liées aux récents événements anti-capitalistes et antimondialisation; ils analysent les nouvelles formes d'organisation mondiale et définissent les rôles des organisations et des réseaux d'éducation des adultes, notamment au sein du CIEA.

Coordonnateurs :
Shahrzad Mojab est professeur au département d'éducation des adultes, de développement communautaire et de psychologie de l'orientation à l'Institut d'études pédagogiques de l'Ontario, Université de Toronto, Canada. Mme Mojab est rédactrice de la revue du CIEA, Convergence.

Budd Hall est vice-président du CIEA, Amérique du Nord, ancien secrétaire général du CIEA et doyen de la faculté de l'éducation à l'Université de Victoria, Canada. M. Hall travaille dans le domaine de la recherche participative et de l'apprentissage du mouvement social. Il est aussi poète.

B6 Former les formateurs après la CONFINTEA V

Cet atelier tente de cerner les principales questions liées à l'élaboration d'une formation pour les formateurs, après la CONFINTEA V. Les participants proposeront des stratégies pour une action à venir, dans une perspective internationale.

Coordonnateur :
Frank Yougman est chef du département de l'éducation des adultes et professeur à l'université du Botswana. L'ouvrage le plus récent de M. Youngman, The Political Economy of Adult Education and Development, est publié par Zed Books, Londres.

Assemblées plénières

Premier débat : Comment promouvoir le droit des femmes et des hommes d'apprendre tout au long de leur vie

Ces experts présenteront des travaux de promotion des droits couronnés de succès dans le domaine de l'éducation et de la formation des adultes des adultes. Les membres du groupe réfléchiront aux efforts qui ont débouché sur une réforme politique et une transformation des programmes et pratiques. À partir de ces réflexions, des propositions d'action seront énoncées sous forme de recommandations pour la phase suivante des travaux de promotion de l'éducation des adultes du CIEA.

Participants
Maria-Lourdes Almazan Khan est vice-présidente du CIEA, région de l'Asie et du Pacifique Sud et secrétaire générale du Asia/South Pacific Bureau of Adult Education. Mme Almazan-Khan a une grande expérience du travail de développement des ONG locales et régionales.

Sergio Haddad est secrétaire général de l'Acao Educativa Assessoria Pesuisa e Informaçao de Sao Paulo au Brésil. Il est chercheur et auteur de plusieurs publications sur l'éducation des adultes, l'alphabétisation et la politique de l'éducation.

Sara Longwe milite pour les droits des femmes et est membre fondateur et présidente de FEMNET (le Réseau des femmes africaines pour le développement et la communication). Mme Longwe s'est spécialisée dans l'analyse comparative entre les sexes pour l'évaluation de programmes de formation).

Adama Ouane est directeur de l'Institut de l'UNESCO pour l'éducation (IUE) et coordonnateur du programme de recherche, de défense des droits et de création de capacités de l'IUE. M. Ouane est spécialiste de l'alphabétisation et de l'évaluation des politiques d'éducation de base.

Alan Tuckett dirige le National Institute of Adult Continuing Education (England and Wales) et est professeur spécial en formation continue à l'université de Nottingham. M. Tuckett est président de la Pre-School Learning Alliance et travaille avec l'UNESCO pour promouvoir la semaine des apprenants adultes.

Charles Abani, Campagne mondiale pour l'éducation

Animatrice :
Vilma McClenan est vice-présidente du CIEA, région des Caraïbes et présidente du Caribbean Regional Council for Adult Education (CARCAE). Mme McClenan coordonne les programmes de formation générale du Distance Education Centre, University of West Indies.

Deuxième débat:
Mondialisation et autonomie : L'action collective des citoyens

Quel réponse les mouvements d'éducation des adultes donnent à la question de la mondialisation de l'économie et de la démocratie mondiale? Les defies actuels et les conditions propices à la creation d'une citoyenneté mondiale active seront débattues.

Participants
Rosa Maria Alfaro Moreno est éducatrice à la Pontifica Universidad Catolica del Peru, professeur à l'université de Lima, et fondatrice et présidente d'ACS Calandria. Mme Alfaro Moreno est conseillère en education et en communication, elle est aussi auteure et essayiste. Ses écrits sont publiés.

Émile Ollivier est professeur à l'Université de Montréal et professeur invite de la Freie Universitat, Berlin et de la Chuo University, Tokyo, il est member du Conseil des arts et des letters du Québec. M. Olivier est romancier et spécialiste du racisme et de la reconstruction de l'éducation des adultes. Il préside l'Institut candadien d'éducation des adultes, don't le siege se trouve au Québec.

Seham Negm est secrétaire générale du Arab Network for Literacy and Adult Education.

Aïcha Barki, Association Algérienne d'Alphabétisation

Animateur :
Rex Milton Nettleford est vice-chancelier de la University of the West Indies et chef de file de l'education supérieure dans les Caraïbes depuis plus de 40 ans. C'est aussi un déffenseur de longue date de l'éducation des adultes, l'auteur de plusieurs publications et un conférencier recherché. Il a reçu plusieurs prix, notamment le très prestigieux ordre du mérite national de Jamaïque.

Assemblées plénières

L'éducation des adultes dans les Caraïbes au tournant du nouveau siècle

Cette assemblée plénière spéciale sera l'occasion d'une brève rétrospective des débuts de l'education aux adultes dans les pays members du CARCAE et du travail qui se fait dans ce domaine. On y mettra ensuite l'accent sur les différentes initiatives et activités en matière d'éducation des adultes qui sont prévues et mises en œuvre alors que nous entrons dans un nouveau siècle. Une nouvelle publication sur l'éducation des adultes dans les Caraïbes sera présentée à la fin de la séance.

Participants :
Lawrence D. Carrington est professeur et vice-chancelier du Board for Non-Campus Countries and Distance Education de la University of the West Indies, où il est aussi directeur de la School for Continuing Studies. M. Carrington, PhD, est member du CARCAE et du Jamaica Council for Adult Education (JACAE).

Angela Ramsay est cooronnatrice de programmes, conceptrice de cours et conférencière dans le cadre du Certificate in Adult Education qui est offert à distance par le système de teleconference audio du Distance Education Centre de la University of West Indies. Mme Ramsay est member du JACAE et co-auteure de la série de l'UNESCO sur l'éducation des adultes dans les Caraïbes.

SEXTA ASAMBLA MUNDIAL
PROGRAMA

8 Agosto 2001

6 h–20 h — **Bienvenida e inscripción,** Torre Norte (vestíbulo)
Montaje de la Exhibición, entrada principal

9 Agosto 2001

7 h 30–8 h 40 — **Bienvenida e inscripción,** Torre Norte (vestíbulo)

8 h 30–9 h — Música a cargo del grupo *Alpha Boys* en la sala de baile Portland
Favor tomar asiento para la ceremonia de apertura a las 8h45

9 h–10 h 30 — **Ceremonia de apertura**
El Primer Ministro, Honorabilísimo P.J. Patterson y el Presidente de ICAE, Paul Bélanger se dirigen a la asamblea

10 h 30–11 h — Pausa

11 h–12 h 30 — **Talleres Serie A**

12 h 30–14 h — Almuerzo

14 h–16 h — **Talleres Serie A,** continuación

16 h–16 h 30 — Pausa

16 h 30–19 h — **Sesión plenaria:** ***Primer panel público***
La defensa del derecho de hombres y mujeres a la capacitación

19 h 30 — **Recepción de bienvenida,** Entrada principal
Ofrecida por el Honorable Senador Burchell Whitman, Ministro de Educación, la Juventud y la Cultura

10 Agosto 2001

8 h–9 h — **Comités regionales**

8 h–10 h — Bienvenida e inscripción, Torre Norte (vestíbulo)

9 h–10 h 30 — Talleres Serie A, Conclusión

10 h 30–11 h — Pausa

11 h–13 h — **Sesión plenaria:** *Segundo panel público*
Globalización y autogobierno: acción colectiva Ciudadana

13 h–14 h 30	Almuerzo
14 h 30–16 h 30	**Talleres Serie B**
16 h 30–17 h	Pausa
17 h–19 h	**Talleres Serie B,** continuación
19 h 30	Velada cultural caribeña, ofrecida por CARCAE y JACAE

11 Agosto 2001

8 h–9 h	**Comités regionales**
9 h–10 h 30	**Talleres Serie B,** conclusión
10 h 30–11 h	Pausa
11 h–12 h 30	**Temas del Foro**
12 h 30–14 h	Almuerzo
14 h–16 h	**Sesión plenaria especial:** *La educación de adultos en el Caribe y el inicio de un nuevo siglo*
16 h–16 h 30	Pausa
16 h 30–18 h	**Sesión plenaria de cierre:** Entrega del premio Dame Nita Barrow; Adopción y declaración de la *Declaración de Ocho Rios*
18 h–20 h	**Foro de la Mancomunidad y foro de organizaciones similares**
20 h	Recepción, ofrecida por el ICAE Presentación del libro de GEO/REPEM La Educación de las mujeres. Crónicas de un proceso. Comentarista Paul Bélanger.

12 Agosto 2001
Asamblea General del ICAE

9 h–10 h 30	**Aprobación de la Orden del Día** Aprobación del acta de la asamblea especial (septiembre de 1999, Manila) Informe sobre las actividades realizadas desde la asamblea especial (septiembre de 1999, Manila)
10 h 30–11h	Pausa
11h–12 h 30	**Debate:** Acciones, prioridades e intervenciones del ICAE
12 h 30–14 h	Almuerzo
14 h–16 h	Aprobación del programa y presupuesto general para el 2002-2003
16 h–16 h 30	Pausa
16 h 30–18 h	Discusiones estatutarias Elecciones Reuniones de planeación Cierre

13 août 2001

Asamblea de la Junta directiva del ICAE

Talleres Serie A

A1 Defensa de la capacitación de adultos: manual sobre políticas de defensa de la educación de adultos

Este taller se centra en el desarrollo de un manual práctico sobre políticas de defensa; manejo de conceptos de defensa y políticas de formación en educación de adultos; definición de las áreas y los

métodos principales, e identificación de estudios de caso de las mejores prácticas locales, regionales y globales.

Coordinadores:
János Tóth, vicepresidente del ICAE, Europa, y miembro del Consejo ejecutivo de la Asociación europea para la educación de adultos (EAEA). Presidente administrativo de la Sociedad húngara de Educación de Adultos.

Alan Tuckett, director del Instituto Nacional de Educación Permanente de Adultos (Inglaterra y Gales), profesor especial en Educación Permanente de la Universidad de Nottingham. Es presider.te de la Alianza para la enseñanza preescolar y trabaja con la UNESCO en la promoción de la Semana de la Educación de Adultos.

A2 Política de defensa de la alfabetización de adultos

Este taller evaluará las tendencias en materia de la alfabetización de adultos, defensa y participación de las ONG y de la sociedad civil en la educación en cualquier proceso. Los participantes identificarán las acciones del ICAE con el fin de reforzar los esfuerzos de las ONG y los grupos de la sociedad civil.

Coordinadores:
María-Lourdes Almazan Khan, vicepresidenta del ICAE, de la Región Pacífico Sur de Asia y Secretaria General de la Oficina de Educación de Adultos de la región Pacífico Sur de Asia (ASPBAE). Tiene una amplia experiencia en trabajo para el desarrollo de ONG locales y regionales.

Nitya Rao actualmente cursa un doctorado en la universidad de East Anglia, Reino Unido; Ex directora del programa ASPBAE y coordinadora del Programa de Servicios de apoyo a la Alfabetización Internacional. Ha actuado como facili-tadora en el proceso de desarrollo de Estrategias Innovadoras de Alfabetización así como de Prácticas de Defensa de Políticas Regionales e Internacionales.

A3 Documentación e información sobre educación para adultos: construyendo la red

Este taller continúa el trabajo de la Adult Learning Documentation and Information Network (ALADIN). Se concentra en temas actuales relacionados con servicios de documentación e información sobre la educación de adultos, desarrollo de proyectos, el fortalecimiento de la cooperación dentro de la red así como la extensión de la membresía en la misma.

Coordinadores:
Eva Kupidura, coordinadora de Información y Comunicación del ICAE, y miembra del Comité Directivo de la Adult Learning Documentation and Information Network, UIE. Magister en bibliotecología.

Susan Imel, catedrática especializada en investigación en el Centro de Educación y Formación de la Universidad Estatal de Ohio, especialista en Educación de Adultos en ERIC Clearinghouse, es editora en jefe de New Directions for Adult and Continuing Education (Nuevos horizontes para la educación de adultos y educación continuada).

Lisa Krolak, jefa de documentación del UIE y trabajó anteriormente con la oficina del Servicio de Información de los Estados Unidos en la Embajada de dicho país en Bonn. Magister en Ciencias de la Información y bibliotecología.

A4 Reforma fundamental de la asistencia médica en las Américas: implicaciones para el desarrollo del recurso humano y la educación permanente

Este taller constituye un foro para explorar experiencias nacionales seleccionadas en formación e investigación en asistencia médica. Su objetivo es desarrollar estrategias específicas e indicadores para el monitoreo de la efectividad, con el fin de mejorar la formación de investigadores en asistencia médica dentro de perspectiva de educación permanente.

Coordinadores:
Yves Talbot, profesor del Departamento de Medicina familiar y comunitaria y de Administración de la salud de la universidad de Toronto. Se interesa particularmente en el papel de la atención primaria de salud y en el tema de la equidad.

Monica Riutort, participo en el establecimiento del primer Centro de colaboración WHO en Salud para Mujeres de la Universidad de Toronto. Ha trabajado en la Universidad de Costa Rica en el desarrollo de programas comunitarios, investigación, en intercambios estudiantiles y de programas académicos para la erradicación de la violencia contra las mujeres.

A5 Política de educación permanente y educación de adultos

Este taller se centra en el Memorándum sobre el aprendizaje permanente de la Unión Europea, teniendo en cuenta los nuevos documentos publicados por la OECD, la UNESCO, la Unión Europea, el Consejo de Europa y el Banco Mundial.

Coordinadores:
Astrid Thoner, Consejera Jefe de la Asociación Noruega para la Educación de Adultos, educadora de adultos, con una amplia experiencia en políticas internacionales en este campo.

Jorma Turunen, presidenta de la EAEA y secretaria general de la Asociación Finlandesa de Educadores.

Sue Waddington, vicepresidenta de la EAEA, con experiencia en el proceso de consulta a ONG europeas y una amplia comprensión de las propuestas y posiciones de la EAEA.

A6 Aprendizaje de los adultos en prisión

Este taller analiza la situación global de la educación en las prisiones desde la perspectiva de una política internacional y una práctica local. Allí se tratará de responder a preguntas tales como "¿De qué manera es posible mejorar la educación en prisión?" y "¿La educación en prisión es un derecho básico o un privilegio?" Los participantes deberán identificar acciones a realizar.

Coordinador:
Marc de Maeyer, especialista investigador y jefe del programa de educación para adultos en prisiones del Instituto de la UNESCO para la Educación en Hamburgo, coordina actualmente un estudio internacional sobre educación en prisiones en 40 países.

Grupo de trabajo: el estado de la educación para adultos a nivel mundial

Este grupo de trabajo, convocado por el ICAE, pretende llevar a cabo un estudio centrado en las tasas de participación, el acceso, las políticas, la legislación y los compromisos interna- cionales sobre la educación para adultos. El estudio sobre el estado de la educación para adultos a nivel mundial, desde la perspectiva de la sociedad civil, será el aporte del ICAE a la revisión posterior al CONFINTEA 2003.

Coordinadora:
La socióloga e investigadora **Maria Bonino** es asesora de GEO, ha monito-reado y evaluado programas de educación y género en Asia, África, Europa y América Latina. Actualmente monitorea los programas educativos gubernamentales para la juventud marginal en Uruguay, del Banco Interamericano de Desarrollo.

Talleres Serie B

B1 Semana de los estudiantes adultos

Sobre la base de la experiencia de varios países que organizan semanas nacionales de estudiantes adultos, este taller hará un balance de la experiencia acumulada y desarrollará un plan de acción para ampliar el servicio a muchos otros países.

Coordinadores:
Vilma McClenan, vicepresidenta de la Región Caribe de la ICAE y presidenta del Consejo Regional del Caribe para la Educación de Adultos (CARCAE), coordinadora de los programas académicos del Centro de Educación a Distancia de la Universidad de West Indies.

Alan Tuckett Ver Taller A1.

B2 Educación de adultos: una herramienta para el empoderamiento de la gente que hace frente a rápidas transformaciones en su trabajo

Este taller tratará el creciente interés alrededor de la educación para adultos y la micro economía. Se examinarán temas como el alivio de la pobreza y métodos alternativos para establecer una relación entre el trabajo y la educación de adultos, al explorar caminos para reducir la brecha entre alfabetismo y trabajo.

Coordinadores:

Robert Gregory, director de educación profesional en el Human Employment and Resource Training Trust (HEART), establecido por el gobierno jamaiquino con el fin de financiar, desarrollar y monitorear programas de trabajo y formación para jóvenes, y de constituirse en una entidad nacional de formación.

Félix Cadena, director de una nueva red de economía social y educación para adultos en México.

B3 Ciudadanía global: comprensión de la justicia de género

Este taller busca la promoción de la comprensión y el reconocimiento de que la discrimi- nación, basada en ideologías, estereotipos y prácticas sexistas, impide a las mujeres una participación total como ciudadanas globales. Con el fin de alcanzar la justicia de género, estos temas deben ser prioritarios en las políticas de educación y en las reformas de las prácticas.

Coordinadores:

Celita Eccher, tesorera del Comité Ejecutivo del ICAE, Coordinadora de la Oficina de Género y Educación del ICAE, Cordinadora General de la Red de Educación Popular Entre Mujeres. Educadora, feminista de larga trayectoria, autora y editora de muchas publicaciones.

Josefa (Gigi) Francisco, directora ejecutiva del Instituto Mujer y Género, profesora del departamento de Estudios Internacionales del Miriam College de Filipinas. Es la coordinadora regional para el Sudeste de Asia, del Desarrollo de Alternativas con Mujeres para la Nueva Era (DAWN).

Sofia Valdivielso Gomez, sicóloga y educadora de adultos en alfabetización, educación social, desarrollo comunitario y educación especializada. Es consultora del Instituto de la UNESCO para la educación (UIE) en Hamburgo y miembro activo de la Oficina de Género y educación (GEO), con publicaciones en los sectores de la educación de mujeres y adultos.

Fatima Pandy, directora de Fair Share de la Universidad de Western Cape. Se ha desempeñado como asesora principal del Parlamento de la República de Sudáfrica y el Instituto de Cooperación Internacional de la Asociación alemana para la Educación de Adultos. Es autora de varias publicaciones sobre investigación de género, entre las que se incluye Educacion en Movimiento, Observatorio en Genero y Educación (GEO/ REPEM). Asesora en programas de Cooperación Internacional para la asociación alemana para la educación.

Carolyn Medel Añonuevo, socióloga y catedrática especializada en investigación del Instituto para la Educación de la UNESCO. Se desempeño anteriormente como catedrática de la Universidad de Filipinas y es ex Directora del Centro de Recursos para la Mujer, una ONG nacional comprometida con la educación popular y la investigación sobre asuntos de la mujer.

B4 Educación para la paz y resolución de conflictos violentos

Este taller trata las dinámicas educativas involucradas en la resolución de conflictos violentos al explorar, a través de experiencias concretas, la comprensión y habilidades requeridas de los educadores adultos.

Coordinador:

Murray Thomson fundador de PeaceFund Canada, ex jefe de la División de Educación para Adultos del gobierno de Saskatchewan, Canadá. El Sr. Thomson se desempeñó anteriormente como principal funcionario ejecutivo de CUSO-SUCO.

B5 Globalización y movimiento social de aprendizaje: Seattle, Porto Alegre, Quebec y más allá

Este taller explora las dimensiones del movimiento social de aprendizaje de los recientes eventos anticapitalismo y antiglobalización, al analizar las formas emergentes de organización global y al identificar funciones para las organizaciones y redes para la educación de adultos, particularmente en el ICAE.

Coordinadores:
Shahrzad Mojab, profesora en el Departamento de Educación para Adultos, Psicología de Desarrollo Comunitario y Consejería del Instituto de Estudios en Educación de Ontario de la Universidad de Toronto, Canadá. Editora del periódico del ICAE, Convergence (Convergencia).

Budd Hall, vicepresidente del ICAE para Norte América, ex secretario del ICAE, Decano de la Facultad de Educación de la Universidad de Victoria, Canadá. Trabaja en el campo de la investigación participativa y el movimiento social de aprendizaje. El Sr. Hall es también poeta.

B6 Formación de educadores de adultos después de CONFINTEA V

Este taller busca identificar los temas centrales para el desarrollo de la formación para el educador de adultos después de CONFINTEA V. Los participantes propondrán estrategias para emprender acciones futuras desde una perspectiva internacional.

Coordinador:
Frank Yougman, jefe del Departamento de Educación para Adultos y profesor en la Universidad de Botswana. Su más reciente libro, *The Political Economy of Adult Education and Development* (*Economía Política de la Educación para Adultos y Desarrollo*), fue publicado por Zed Books, en Londres.

Sesiones plenarias

Primer panel público: La defensa del Derecho de hombres y mujeres a la capacitación

Este panel presenta los resultados positivos del trabajo de defensa del sector de la educación de adultos. Los panelistas llevarán a cabo una reflexión acerca de los esfuerzos realizados conducentes a una reforma positiva de las políticas y a una transformación del programa. A partir de estas reflexiones se plantearán algunas propuestas orientadas a la acción, a manera de recomendaciones para la siguiente fase de la defensa de la educación de adultos por parte de la ICAE.

Panelistas:
Maria-Lourdes Almazan Khan es vicepresidenta del ICAE, Región Pacífico Sur de Asia y Secretaria general de la Oficina de educación de adultos de la región Pacífico Sur de Asia (ASPBAE). Tiene una amplia trayectoria de trabajo en ONG de desarrollo locales y regionales.

Sergio Haddad Secretario Ejecutivo de Açao Educativa, organización con sede en São Pablo que trabaja en educación de adultos e investigación. Investigador, editor y autor de varias publicaciones en educación de adultos, alfabetización y políticas educativas.

Sara Longwe activista de los derechos de la mujer, fundadora y actual presidenta de FEMNET (Red de mujeres africanas en desarrollo y comunicación). Especialista en Análisis de Género para el Programa de Evaluación y Formación.

Adama Ouane director del Instituto de UNESCO Para la Educación (UIE) y coordinador del Programa de Investigación y Construcción de Capacidades de UNESCO, responsable del área de Educación de Adultos dentro de la perspectiva de la Alfabetización y Educación Permanente.

Alan Tuckett director del Instituto Nacional de Educación Permanente de Adultos (Inglaterra y Gales), Profesor Especial en Educación Permanente de la Universidad de Nottingham. Presidente de la Alianza para la Enseñanza Preescolar y trabaja con

la UNESCO en la promoción de la Semana de la Educación de Adultos.

Charles Abani, Campaña Mondial por la Educación

Moderadora:
Vilma McClenan vicepresidenta de la Región Caribe del ICAE y presidenta del Consejo Regional del Caribe para la Educación de Adultos (CARCAE). Coordinadora de los programas académicos del Centro de Educación a Distancia de la Universidad de West Indies.

Segundo panel público: Globalización y autogobierno: acción colectiva ciudadana

El objetivo de este panel es generar una respuesta del movimiento de Educación de Adultos al tema de la democracia global que se desarrolla rápidamente. El panel centrará su atención en los actuales desafíos y condiciones para una ciudadanía mundial activa y el autogobierno local.

Panelistas:
Rosa María Alfaro Moreno educadora de la Pontifica Universidad Católica del Perú, profesora de la Universidad de Lima y fundadora y presidenta de ACS Calandria. Es consejera en educación y comunicaciones, y tiene una vasta trayectoria como escritora y ensayista.

Émile Ollivier profesor de la Universidad de Montreal, es profesor invitado en las Universidades de Freie, Berlín y Chuo, Tokyo. Es miembro de la Academia de Artes y letras de Quebec. Es novelista y especialista en racismo, así como en la reconstrucción de la Educación de Adultos. Es presidente del Instituto Canadiense para la Educación de Adultos, con sede en Quebec.

Seham Negm Secretaria general de la Red Árabe de Alfabetización y Educación de Adultos.

Aïcha Barki, Association Algérienne d'Alphabétisation

Moderador:
Rex Milton Nettleford vicepresidente de la Universidad de West Indies y ha sido líder en educación superior durante más de 40 años. Es además abogado de larga experiencia en Educación de Adultos, autor de varias publicaciones y conferencista. Ha recibido varios premios, incluyendo el prestigioso premio honorífico de la Orden del Mérito de Jamaica.

Sesión plenaria especial

Educación de adultos en El Caribe en el inicio del nuevo siglo

Esta plenaria especial ofrecerá una breve retrospectiva acerca de los orígenes de la educación formal de adultos y del trabajo realizado en este sector al interior de los países del CARCAE. Se centrará en las diversas iniciativas y actividades relacionadas con la edu- cación de adultos que han venido siendo planeadas e implementadas al inicio de este nuevo siglo. Al final de la sesión será presentada una nueva publicación sobre la educación de los adultos en el Caribe.

Panelistas:
Lawrence D. Carrington profesor y vicecanciller del Consejo de Non-Campus Countries and Distance Education de la Universidad de West Indies, donde también es director de la Escuela de Educación permanente. Es miembro del CARCAE y del Consejo Jamaiquino para la Educación de Adultos (JACAE).

Angela Ramsay coordinadora de programas, preparadora de cursos y conferencista del Certificado en Educación a Distancia de Adultos del Centro de Audio- teleconferencias de la Universidad de West Indies. Es miembra de JACAE y coautora de la serie de la UNESCO sobre Educación de Adultos en El Caribe.

Vilma McClenan vicepresidenta de la Región Caribe de la ICAE y presidenta del Consejo egional del Caribe para la educación de adultos (CARCAE). Es coordinadora de los programas académicos del Centro de Educación a Distancia de la Universidad de West Indies.

Moderadora :
Claudia Harvey representante de la UNESCO para el norte del Caribe y consejera en educación para el Caribe inglés y holandés. Ex presidenta del CARCAE, miembra a título personal de su junta y una de sus asesoras especiales.

Book Announcement

WOMEN'S EDUCATION
CHRONICLES of a PROCESS

Celita Eccher
General Coordinator

EDUCATION IN MOTION

Published by the ICAE's Gender and Education Office (GEO) and Red de Educación Popular Entre Mujeres de América Latina y el Caribe (REPEM), *Women's Education: Chronicles of a Process* traces the path of the women's movement concerning issues of gender and education at global and local levels. The reviews the role of gender at conferences on adult education until CONFINTEA V, and outlines the achievements of the women's movement in terms of commitments to adult education and gender. The authors also elaborate on GEO and REPEM experiences related to the monitoring of commitments.

REPEM

REPEM
Red de Educación Popular entre Mujeres de América Latina y el caribe

GEO
Gender and Education Office of the International Council for Adult Education

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INAUGURAL ADDRESSES

ADDRESS

BY THE RT. HON. P.J. PATTERSON, Q.C., M.P.

PRIME MINISTER OF JAMAICA

TO THE SIXTH WORLD ASSEMBLY AND GENERAL ASSEMBLY OF THE INTERNATIONAL COUNCIL FOR ADULT EDUCATION

2001 AUGUST 9

SALUTATIONS

It is truly a delight to welcome everyone, especially our visitors from overseas, to the Sixth World Assembly and General Assembly of the International Council for Adult Education. That this is the first occasion that the Council will be meeting in this region is particularly significant and a cause for celebration for us in Jamaica. On behalf of the people of Jamaica I would like to thank you for the honour bestowed on us.

I am truly challenged by your theme "Creativity and Democratic Governance. Adult Education: A Strategic Choice."

I am impressed by its timeliness as well as its multiple-layered connotation. For as I will indicate in this address, democratic governance does require indeed— demands— creativity and cannot be disconnected from the full participation of the citizenry. Hence the importance of adult learning.

You have made a strategic choice in taking a holistic approach to democratic governance, as insightfully captured in your comprehensive theme.

I am fascinated, too by the issues chosen for your three main plenary sessions, which reflect the deep thought and incisiveness which have gone into the planning of this assembly.

Clearly the international Council is on the cutting edge of the international discourse on development issues.

The focus on inclusive development, which centralises the participation of women; the look on governance from the point of view of the mobilisation of all citizens of the country; and the singling out of the Caribbean region for a special discussion all commend themselves.

Never before has the issue of adult education been as critical as it is today.

For those who truly understand the challenges which we face in the world community, this is your most crucial and potentially far-reaching Assembly.

As you meet in these salubrious surroundings, please remember that there is a real world out there and indeed not too far from these grounds—which demands solutions which you can help to fashion at this conference.

Over a decade ago, the United Nations declared the International Year of Literacy. UNICEF, UNDP, the World Bank and UNESCO convened a World Conference on Education for All in Thailand.

This was followed by the Education for All Summit in New Delhi. The Delhi Conference issued a declaration which stated, significantly, that "The contents and methods of education must be developed to serve the basic learning needs of individuals and societies, to empower them to address their most pressing problems—combating poverty, raising productivity, improving living standards and protecting the environment —to enable them to play their rightful role in building democratic societies and enriching the cultural heritage."

The 1998-99 "World Development Report," put out by the World Bank looked at the issue "Knowledge for Development." In this report it stated that "lifelong learning is especially important in developing countries where most adults never received basic education during their youth.... Despite the expansion or enrolment in recent decades, success in extending quality education to all has been limited and new challenges have emerged."

The 1997 Hamburg Declaration on Adult Education stated: "The challenges of the Twenty-first Century require the creativity and competence of citizens of all ages in consolidating democratic processes, strengthening and protecting human rights, promoting a culture of peace, encouraging active citizenship, strengthening the role of civil society and a new partnership between the state and civil society."

It is important that we position our deliberations in the light of globalisation and the developmental challenges which it poses.

We must start the analysis from where we are today.

Despite the grand claims of globalisation enthusiasts and the neo-liberal thinkers, there has been no convergence o incomes and living standards taking place. In other words, globalisation is not a tide which necessarily lifts all boats. In fact, the stark facts indicate that it sinks many!

A study of 77 countries with 82% of the world's population shows that between the 1950s and the 1990s, inequality rose in 45 of those countries and fell in 16. At the start of the Nineteenth Century the ratio of real income per head between the world's richest countries and the poorest stood at 3:1.

By the year 2000 it was 60:1.

The 2001 "Human Development Report," published annually by the United Nations Development Programme

(UNDP) and released recently, reveals some startling facts about global inequality and the state of the world.

The report shows that:

- The riches 1% of the world's population receives as much as 57% of the world's income.
- Twenty-five percent of the world's population accounts for 75% of world's income.

An earlier "Human Development Report" issues in 1999 had some more telling facts:

- The riches people in the world have assets which exceed the combined Gross domestic product of 48 least developed countries in the world;
- The fifteen richest person had assets which exceed the total GDP of China;
- $40 Billion is needed annually to maintain universal access to basic education, basic care for all women and sanitation for the poor—which is only 4% of the wealth of the 225 richest people in the world.

The 2001 Human Development Report shows that:

- 1.2 billion people live on less than US$1 a day;
- 2.8 billion on less than US $2 a day;
- Over 850 million people in the developing world are illiterate;
- 2.4 billion lack basic sanitation; and
- 2 billion do not have access to low-cost medicines such as penicillin.

In the developing countries 325 children are out of school;

- 163 million are underweight.

The world therefore faces an enormous development challenge. This challenge, I suggest, cannot be met without creativity and democratic Governance—but that cannot be achieved without a stress on adult education.

Globalisation, fueled by the Communications Revolution, has spawned a whole new era of development with new prerequisites.

The global economy is today information-intensive, not materials intensive.

This means that a country's competitive advantage lies in skills-intensity and the quality and creativity of its labour force.

No longer in its abundant natural resources, geographical position or the price of its labour.

Foreign investors are looking to invest in countries with highly trained, highly skilled, flexible, creative workers.

Gone are the days when countries could compete on the basis of cheap labour. Companies are stressing productivity and efficiency and the bottom line is more influenced by the calibre of the human capital which they employ, not just physical capital.

A book published by the International Labour Organisation (ILO) and titled

"Competition: An Agenda for the 21st Century" puts it well: "Knowledge has become the primary ingredient of what we make, buy and sell. As a result,

> Managing it–finding and developing intellectual capital–has become the most important task of individuals, enterprises and nations." Information now constitutes as much as 755 of value-added in manufacturing.

If knowledge is the central commodity in the Information Society, then wealth has to be redefined in terms of knowledge-rich versus knowledge-poor countries. And competitiveness is determined more by the kind of people a country has, rather than any other asset.

Education therefore becomes even more paramount.

But not education in terms of traditional brick and mortar schools and institutions, because a characteristic of the Information Society in which we live is the rapidity at which technology moves. People have to be constantly updating their knowledge or else they will not be able to keep up with the pace of growth.

Moore's Law predicts the doubling of computer power every 18 months due to the rapid evolution of microprocessor technology.

Gilder's Law predicts the doubling of communication power every six months, due to advances [such] as fibre optic network technologies.

In 2001 more information can be sent over a single cable in a second than could be sent during 1997 in a whole month.

It is said that the cost of transmitting a trillion bits of information from Boston to Los Angeles has fallen from US$150,000 in 1970 to 12 cents today.

In this kind of world, if people don't develop an addiction to lifelong learning; if they are depending on the information they learned in school—even in MBA classes—rather than continually investing in knowledge, then they will not be competitive and our societies will fall behind. There is a great deal of emphasis on:

- opening up markets;
- getting the prices right;
- providing incentives to the private sector;
- privatising industries;
- adopting liberal foreign investment regimes.

But the 2001 "Human Development Report" rightly comments that "Technological change dramatically raises the premium every country should place on investing in education and training of its people.

At the heart of nurturing creativity is expanding human skills. To bring life to an environment of technological creativity, people need to have technical skills and government needs to invest in the development of those skills. This calls for a rethinking of education and training policies."

Whether you belong to the developed or developing world, we will have to

provide our workers with the appropriate skills to cope with new technologies. So countries seeking to attract greater investments, will first have to make an investment in human resources.

At [a] time of intense competition for the investment dollar, countries must be acutely interested in increasing the attractiveness of their location. The world has been in the midst of a foreign investment boom which has seen global FDI flows increasing nine times since 1980.

FDI flows were estimated to have grown US$860 billion in 1999 to US$1 trillion last year.

But 80% of those global investment flows went to just 10 countries—boasting highly skilled people, not those with low wages. So if we in the developing world wish to provide a decent standard of living for our populations, we have no choice but to stress adult education and lifelong learning.

The critical area of governance is not unrelated to the matter of economic development. For when countries fail to grow their economy and be competitive, it poses enormous challenges for democratic governance.

An abundance of empirical research has established the link between economic development and democratic governance.

While it is true that you can have economic growth without development, there cannot be sustained development without economic growth.

Rising expectations by the populace, coupled with stagnant economic growth lead to frustration, alienation and political turmoil—all of which threaten democratic governance.

We need to inculcate a culture of lifelong learning among our citizens. We must foster adult education that manages to instill the values and norms necessary for democratic citizenship.

The world is witnessing an erosion of the traditional values associated with the emergence of democracy. Democracy cannot survive without a set of overarching values which pull the nation together and which commit the society to ideals and virtues beyond purely individual interests.

Rampant, runaway individualism, an excessive focus on materialist values, hedonism and self-interest robs democratic society of its vibrancy and resilience.

The disillusionment with politics in many Western democracies is not just due to the failure of politics to deliver on its promises and expectations, but to a growing atomism in society. By educating people as to their responsibilities as citizens and as members of the human family, we can go a far way in strengthening the democratic foundations of our society.

But we have to build this learning society. We have to foster a culture of learning.

This has to start from early.

It is only when individuals themselves have internalised the value of learning; only when they have this internally-generated passion that they will want to feed it throughout their lives.

It is my sincere and passionately held view that a great deal of the success which societies enjoy in the future will come from the work of groups like yourselves who are in the vanguard of the movement for democratic participation and an involved citizenship.

Information is not only the key commodity driving the New Economy: it is the key plank on which the principles of democratic governance are built. An informed populace will not make unreasonable demands on the state at a time when transnational corporations and powerful supranational institutions like the WTO and the IMF exert more influence and power than a number of sovereign political states.

Information will make citizens understand that the commodities of the South continues to lose ground to technological substitutes in the North and continue to fetch increasingly lower prices. They will understand why the 21st century state cannot do many of the things and carry out some of the welfare functions which it used to shoulder.

Information will also make citizens aware of the challenges and opportunities of globalisation.

As a developing country faced with the challenges of globalisation and the peculiarities of our own history, we have a natural interest in fostering adult education. We are particularly concerned at this time in building up our social capital and in fostering in our society a sense of communal bond, trust, cooperation and peace.

Let me tell you about a programme being developed by our main adult education organisation in Jamaica, the Jamaica Movement for the Advancement of Literacy (JAMAL), as well as by our national training agency, the HEART/NTA.

This is a programme called the High School Equivalency Programme and is designed as an alternative education programme equivalent to the formal technical/vocational training programme.

One of the objectives of our Ministry of Education is for the achievement of universal secondary education to grade 11 by the year 2005. This goal cannot be achieved, we recognise, through conventional means only.

Through the High School Equivalency Programme educational opportunities will be presented to more persons than through the existing secondary system.

At the core of the High School Equivalency Programme will be the following components:

- Communication
- Computation
- Society and Citizenship and
- Science and Technology

One of the most noteworthy things about the programme is the

comprehensive, all embracing and holistic approach which is being proposed. It is not just proposed to enable people to earn a living; but to help teach them how to live. It is not enough to simply impart technical and vocational skills.

At the heart of the philosophy underlying the High School Equivalency Programme is the desire to create the Sovereign Learner; the person who has learnt how to learn; who has learnt how to gather information for himself or herself and to process that information adroitly.

At the 1997 Caricom Heads of Government Meeting we defined "The Ideal Caribbean Person" as one "capable of seizing economic opportunities which the global environment is presenting... a person who demonstrates independent and critical thinking and who has an informed respect for cultural heritage."

A society dedicated to lifelong learning and adult education will be on the cutting edge economically, technologically and morally. This last category is vitally important. One of the key aspects of the High School Equivalency Programme will be the Society and Citizenship module. Through this module, people will develop positive reinforcing relationships in the home, at the workplace, in the community and in broader civil society. Educational philosophy has to move beyond Intelligence Quotient assessment to Emotional Intelligence assessment–from IQ to EQ.

And last but not least, it has to involve both men and women. We cannot afford the colossal waste of a significant part of our human resource which happens when we fail to provide equal opportunity for our women.

Empowering women is a necessity for democratic governance and the maximising of productive capability.

Let me again express my appreciation on behalf of our people for choosing Jamaica for this important Assembly.

I would also like to thank the members of the local Council on Adult Education for their own tireless efforts in promoting adult education locally and in working to get this significant convention here. The work of adult education is the work of nations. We must not fail.

SPEECH BY

HANS PERSSON,

SIDA,

ON BEHALF OF THE FINANCING AGENCIES

August 9, 2001

Sweden and other agencies have supported ICAE for a number of years, through various stages of development, through the ups and downs of the organisation.

We have done so based on a conviction that there is a need for an organisation such as ICAE. If it did not exist already it would have to be invented.

It is important not only for advocacy of adult education, but also for the linking of adult educators and adult education organisations around the world to make it possible to inspire each other, to support each other, to share experiences, to learn from each other—life-long learning also applies to adult education organisations themselves.

Linkages are important not only at the horizontal level but also vertically, i.e., to represent everybody or many others, you must be in close contact to be able to be the voice of the grassroots.

I think this assembly has shown that ICAE is an organisation with potential to fulfill its mission, and that there is considerable value added from the many meetings and contacts between persons and organisations established during this assembly that from here would continue in other forms in the various networks.

I know that my colleagues in Norway, Denmark and Canada as well are sympathetic to the work of ICAE, and think it is important to promote Adult Education even if ICAE have had—and still have problems they can be overcome—the potential is there, or here, among you.

REMARKS AT THE OPENING OF THE SIXTH WORLD ASSEMBLY

INTERNATIONAL COUNCIL FOR ADULT EDUCATION

By

Senator Burchell Whiteman

Minister of Education, Youth & Culture

Ocho Rios, August 9, 2001

Allow me to join with the Honourable Custos in welcoming our overseas visitors to Jamaica and in particular to St. Ann the parish of birth of our first designated National Hero, Rt. Excellent Marcus Mosiah Garvey.

It is fitting that you should be meeting here and at this time.

When Marcus Garvey, over six decades ago, challenged our people to emancipate themselves from mental slavery, he spoke to the issue of changing some fundamental attitudes—something with which our Prime Minister can and does empathise. He spoke to the issue of changing a mindset of dependency. He also challenged us to think—as we would say today – outside the box. To think critically, analytically and creatively.

Successful educators and policy makers the world over have had to be thinking in new ways particularly within the past three decades or so, coinciding with the life of the International Council for Adult Education—in order to cope with the changes, economic, political, social and technological, which have affected the productive capacity of nation states and the individual lives of ordinary citizens.

It is particularly pleasing therefore for the education sector in Jamaica and the Caribbean that in the first year of the new millennium, the ICAE should be meeting here —in St. Ann, Jamaica, in the Caribbean where the concept and the reality of the New World came into being half a millennium ago.

I would like to pay tribute to the work of the founders of the ICAE, and to the sustained effort and the vision of the leadership and membership of this world body at international, regional and local levels, which has kept the spirit alive and enhanced its impact on our societies.

We have witnessed a significant evolution of the work of the organisation which has impacted on the lives of us all. I speak on behalf of Jamaica, knowing that our experience is not singular.

We have seen:

1. Adult Education evolved from focusing on Adult Literacy or Adult Basic Education to influencing the adoption of Lifelong Learning.

2. The Education for All framework shifting from Basic Education to embrace Education for All throughout life.

   In Jamaica our major policy document began as a Green Paper with the concept 'Each of our children can learn and all of them must' and ended in a White Paper with the theme 'Each of our citizens can learn and all of them must be given an opportunity to do so throughout life.'

3. Adult Education methods which formerly were focused on compensatory education for adults with presumed deficits now finding their way into the pedagogy of colleges and universities.

   The University of the West Indies, our regional university, has now developed a certificate programme in Adult Education.

4. Partnerships have been built between previously disparate education and training entities which now come together and work to greater effect. Partnerships have also been strengthened between the education sector on the one hand and civil society and the private sector on the other.

All of this has helped us in Jamaica and the Caribbean to create a more coherent, seamless education system which continues to equip society to make it more responsive to the management of change—at the workplace as well as in the social environment.

As we meet for the next few days it is my hope that all delegates will be re-energised to press on with new and better insights for the creation of quality education for all our peoples.

You have chosen Jamaica for another good reason, I might add. We are very much engaged, under the leadership of our Prime Minister, in significant infrastructural improvement. The evidence is there. Roads, Housing, Water Systems, Investments in Tourism, Investments in the Information Technology Sector, Revitalising of the Financial Sector.

But despite all that, indeed because he understands the need to make all that investment sustainable, it is the very same Prime Minister who said in 1997 that his three top priorities were Education, Education and Education.

It is my pleasure to greet you and to wish you well.

OCHO RIOS DECLARATION
–DÉCLARATION DE OCHO RIOS–
DECLARACIÓN DE OCHO RIOS

OCHO RIOS DECLARATION

Adult Learning: A Key to Democratic Citizenship and Global Action

We, the participants at the Sixth World Assembly of the International Council for Adult Education, meeting in Ocho Rios, Jamaica between 9th and 12th August, 2001 affirm the vital importance of adult learning.

From the Universal Declaration of Human Rights in 1948 through the Declaration of the International Conference on Adult Education in Hamburg in 1997, to the World Forum on Education for All in Dakar in 2000, an international consensus has been reached on the right to education and the right to learn throughout life for women and men as well as on the central role of adult education in support of creative and democratic citizenship. As the Hamburg Declaration has stated:

The informed and effective participation of men and women in every sphere of life is needed if humanity is to survive and meet the challenges of the future.

We have come to Ocho Rios from all parts of the world dreaming of a new international community of justice, democracy and respect for difference. Yet everywhere we see an economic globalisation that widens the gap between the haves and the have-nots creating needs among the ever-growing number of excluded women and men and also degrading the environment. It shifts the focus of learning from the collective to the individual. This context exacerbates diverse forms of discrimination based on gender, race, disability, class, religion, sexual orientation or personal preferences, age, linguistic and ethnic differences; and discrimination against aboriginal peoples, refugees, migrants and displaced persons.

We have taken notice of the large numbers of people from all corners of the world who in Porto Alegre, Gothenberg, Québec City, Genoa and elsewhere have expressed their profound concerns about the directions proposed by global financial actors. At the same time we have taken notice of emerging forms of active citizenship and the importance of local and grassroots activities in challenging globalisation.

We are caught in a dilemma between the possibilities of a genuinely democratic and sustainable learning society, and the passivity, poverty, vulnerability and chaos that economic globalisation is creating everywhere. We commit ourselves to work for an equitable world where all forms of discrimination are eliminated and peace is possible.

In this context the International Council for Adult Education together with its regional bodies, national associations and networks needs to support people who have been voiceless in finding their own voice. We are committed to being self-critical in our own practice. To this end we have commitments and proposals for action which begins with ourselves.

Commitments/Proposal for Action

- We will work to ensure that learners, women and men, are present, heard and taken account of in policy making at the global level.
- We will support the best possible learning opportunities for adults, and the work of those who facilitate learning in a range of contexts, flexible enough to be shaped by their needs and hopes. We seek a radical improvement in networking opportunities for both.
- We will support initiatives to strengthen popular and democratic decision-making within our own networks and our immediate environment as a contribution to creativity and democratic governance.
- We will also build capacity in advocacy for lifelong learning so that individuals and their communities can realise their potential. To that end we will publish in 2002 a toolkit on how to make the case for and by adult learners.
- We will develop ways to report on how UN agencies, governments, NGOs, enterprises and other actors fulfil the commitments they have made to help adults learn—and in particular we will audit our own work and that of our networks in meeting the commitments made at UNESCO International Conference on Adult Learning in Hamburg, 1997 and the Dakar World Conference on Education in 2000. In addition, we will map the contribution adult learning makes in social and economic transformation.
- We will publish a report in 2003 on how far the commitments made in the CONFINTEA V Plan of Action have been met.
- We support the establishment of an International Observatory on education in prisons.
- We will share and support good practice on adult learning that strengthens sustainable development, equality, justice and the renewal of democratic governance.
- We will help people benefit from each other's experiences by ensuring the best access possible to relevant information through networking and the imaginative use of technologies. We recognise the value of grassroots materials and activities and their efforts to document them.
- We will promote popular education, recognising learners' inherent knowledge and using participatory methods and processes.
- In the light of the Dakar commitment, we will work out the total cost for fulfilment of the Dakar Framework of Action and put pressure on the world community to meet funding needs.

- We will identify the transformative capacities of workspaces and processes as learning sites in the full development of persons, their organisations and their communities.

- We will promote initiatives that foster a synergy between the lifelong learning of health professionals and community based popular health education programmes, in recognition of urgently needed primary health care reform, and the right of every citizen to health care.

- We will promote the value of informal and non-formal learning for adults to balance the current bias towards formal provision.

- We will review all of our work to ensure that it contests discrimination and marginalisation on the basis of gender, and all other forms of inequality and intolerance.

- We will work to strengthen solidarity with adults denied the right to learn in situations of wars, violent conflict, foreign occupation and sanctions.

- We will support initiatives to celebrate adult learning through festivals, Adult Learner's Weeks, and the achievement of Education for All National Plans of Action.

- We will develop a more active relationship with the media to strengthen its role in education and democratic citizenship.

We call on our partners in governments, multi-lateral and bi-lateral agencies to play their part in supporting us to achieve this programme of work.

We call upon social movements, non-government bodies and other civil society formations across the full range of public life and social concerns to work in partnership with us, complementing each other towards the same end.

We call for full support to the UNESCO Institute for Education as the United Nations mandated institution for adult and lifelong learning to hold the international follow-up meeting to CONFINTEA V in 2003.

We are determined to seize the moment to move from words to action.

DÉCLARATION DE OCHO RIOS

L'éducation et la formation des adultes : une clé pour une citoyenneté démocratique et une action globale

Nous, les participants à la sixième Assemblée mondiale du Conseil international d'éducation des adultes, réunis à Ocho Rios en Jamaïque, du 9 au 12 août 2001, affirmons l'importance vitale de l'éducation et de la formation des adultes.

Depuis la Déclaration universelle des droits de l'homme de 1948 jusqu'à la Déclaration adoptée en 1997 par la Conférence internationale sur l'éducation des adultes à Hambourg en 1997, ainsi qu'à celle du Forum de Dakar sur l'Éducation pour tous en 2000, un consensus international s'est fortement constitué sur le droit à l'éducation ainsi que sur le droit des femmes et des hommes à apprendre tout au long de la vie et sur le rôle central de l'éducation pour soutenir la citoyenneté créative et démocratique. Tel qu'affirmé à Hambourg :

La participation informée et effective des femmes dans toutes les sphères de la vie est nécessaire si l'humanité doit survivre et affronter les défis de l'avenir.

Nous sommes venus à Ocho Rios de tous les coins du monde, portant le rêve d'une nouvelle communauté internationale basée sur la justice, la démocratie et le respect des différences. Toutefois, nous sommes partout témoins d'une globalisation économique qui accroît l'écart entre les riches et les pauvres, qui détériore l'environnement, créant des besoins nouveaux au sein d'un nombre croissant de femmes et d'hommes marginalisés. Cette globalisation détourne l'attention, de la communauté vers l'individu. Ce contexte exacerbe les multiples formes de discrimination basées sur le sexe, la race, les incapacités physiques et mentales, la religion, la classe sociale, l'orientation sexuelle ou personnelle, l'âge, les différences linguistiques et ethniques; sans oublier la discrimination dont sont l'objet les peuples autochtones ainsi que les personnes migrantes et déplacées ou réfugiées.

Nous avons pris compte de la mobilisation d'un grand nombre de citoyens et citoyennes qui, de tous les coins du monde, à Porto Allegre, Goteberg, Québec, Gênes et ailleurs, ont exprimé leurs profondes préoccupations face aux orientations proposées par les acteurs financiers de cette globalisation. Tout à la fois, nous observons l'émergence de nouvelles formes de citoyenneté mondiale et l'importance

d'activités à la base défiant la globalisation.

Nous sommes confrontés à un dilemme, d'un côté, entre les possibilités d'une société éducative vraiment démocratique et durable et, de l'autre, la passivité, la pauvrete, la vulnérabilité et le chaos que cette globalisation économique est en voie de créer partout. Nous nous engageons à travailler pour un monde de justice où toutes les formes de discrimination seront éliminées et où la paix deviendra possible.

Dans ce contexte, le Conseil international de l'éducation des adultes, avec ses instances régionales, ses associations nationales et ses réseaux, entend soutenir les sansvoix pour que leur parole soit entendue à l'échelle mondiale; le Conseil entend également être critique vis-à-vis ses propres pratiques. À cette fin, nous avons pris des engagements et avons adopté des propositions d'action qui nous concernent en premier lieu.

Propositions d'actions et d'engagements :

- Nous allons travailler à ce que la voix des apprenants, femmes et hommes, soit entendue et prise en compte dans l'élaboration des politiques sur le plan mondial.

- Nous nous engageons à soutenir, dans une variété de contextes, les meilleures possibilités de formation pour les adultes de manière suffisamment flexible pour qu'elles répondent à leurs besoins et leurs espoirs. Nous entendons améliorer les possibilités de mise en réseau tant des apprenants que des formateurs et autres acteurs qui rendent ces divers apprentissages possibles.

- Nous allons appuyer les initiatives qui renforceront la prise de position populaire et démocratique dans nos propres réseaux et dans notre environnement immédiat, de façon à contribuer à l'émergence d'un modèle créatif et démocratique de gouvernance.

- Nous allons aussi renforcer les capacités des associations à promouvoir l'éducation tout au long de la vie, de sorte que les individus et les communautés puissent actualiser leur potentiel. À cette fin, nous publierons en 2002 un guide pratique pour permettre aux adultes de mieux faire valoir leurs aspirations.

- Nous rendrons compte, grâce à de nouvelles approches, de la façon dont les agences des Nations Unies, les gouvernements, les ONG, les entreprises et les autres acteurs mettent en pratique les engagements pris pour permettre aux adultes d'apprendre tout au long de leur vie. Nous rendrons aussi compte de la manière dont notre propre Conseil et ses réseaux mettent en pratique les engagements pris à CONFINTEA à Hambourg en 1997 ainsi qu'au Forum de Dakar sur l'Éducation pour tous. En outre, nous entendons démontrer la contribution de l'éducation et de la formation des adultes à la transformation sociale et au développement économique.

- Nous publierons en 2003 un rapport sur l'état d'exécution des engagements pris dans le cadre du plan d'action sur l'éducation des adultes de CONFINTEA de 1997.

- Nous contribuerons à l'établissement d'un Observatoire international sur l'éducation dans les prisons.

- Nous allons appuyer et faciliter les échanges sur les pratiques de formation et nous allons soutenir les meilleures prestations qui renforcent l'égalité, la justice et le renouvellement de la démocratie.

- Nous multiplierons les possibilités

d'échange sur les diverses expériences en cours par une meilleure information grâce à une utilisation créatrice des nouvelles technologies. Nous reconnaissons l'importance de la documentation et activités provenant de la base et des efforts pour mieux les documenter.

- Nous allons promouvoir l'éducation populaire qui reconnaît le savoir propre des apprenants et qui utilise des méthodes participatives.

- À la lumière des engagements pris à Dakar, nous allons établir le coût de réalisation du Plan d'action de l'Éducation pour tous et faire pression pour que la communauté mondiale remplisse ses engagements.

- Nous allons montrer que les milieux de travail peuvent devenir des lieux d'apprentissage et des environnements éducatifs contribuant au développement integral des personnes, des organisations et des communautés.

- Nous allons promouvoir des initiatives susceptibles de créer des synergies entre l'éducation continue des professionnels et des programmes d'éducation à la santé basés sur une approche d'animation populaire et communautaire, tenant en compte de l'urgent besoin de réforme des soins de santé primaire ainsi que du droit de toutes les femmes et les hommes à des soins de santé.

- Nous allons démontrer la contribution importante de l'éducation non formelle et informelle en complémentarité avec une éducation formelle encore prépondérante.

- Nous allons nous-mêmes réévaluer nos façons de travailler pour nous assurer qu'elles s'opposent aux discriminations et marginalisations sur la base du sexe ou d'autres formes d'inégalité et d'intolérance.

- Nous allons œuvrer à renforcer la solidarité avec les adultes qui se voient nier le droit d'apprendre dans les situations de conflits violents et d'occupation étrangère.

- Nous allons renforcer la solidarité entre nos réseaux en appuyant les initiatives pour célébrer l'éducation et la formation des adultes à travers les Semaines des apprenants adultes et d'autres modes de célbration, ainsi qu'en veillant à la réussite des Plans d'action nationaux de l'Éducation pour tous.

- Nous allons développer des relations plus actives avec les médias pour renforcer leurs rôles en matière d'éducation et de citoyenneté démocratiques.

Nous demandons à nos partenaires dans les gouvernements et dans les agences multilatérales et bilatérales de nous appuyer dans notre effort pour réaliser ce programme de travail.

Nous faisons appel aux mouvements sociaux, aux organisations non gouvernementales et aux autres instances de la société civile à travers les différents secteurs de la vie publique et des champs d'activité, pour travailler en partenariat avec nous de façon à nous renforcer mutuellement dans la poursuite d'objectifs communs.

Nous lançons un appel pour que l'Institut de l'Unesco pour l'Éducation—institution mandatée par les Nations Unies pour l'éducation des adultes et l'apprentissage tout au long de la vie—reçoive tous les appuis nécessaires pour organiser, en 2003, la rencontre internationale de suivi de CONFINTEA V.

Nous sommes déterminés à saisir le moment présent pour passer des mots à l'action.

DECLARACIÓN DE OCHO RIOS

Aprendizaje de las Personas Adultas: Una llave para la ciudadanía democrática y la acción global

Los y las participantes de la VI Asamblea del Consejo Internacional de Educación de Adultos (ICAE), reunidos en Ocho Ríos, Jamaica, los días 9 al 12 de agosto de 2001, afirmamos la vital importancia del aprendizaje de las personas adultas.

Desde la Declaración Universal de los Derechos Humanos en 1948, pasando por la Declaración de la Conferencia Internacional sobre Educación de Adultos en Hamburgo en 1997, hasta el Foro Mundial sobre Educación Para Todos en Dakar, en 2000, se ha alcanzado un consenso internacional sobre el derecho a la Educación y el derecho a aprender de cada hombre y mujer y sobre el rol central de la educación de personas jóvenes y adultas para favorecer una ciudadanía creativa y democrática. Como la Declaración de Hamburgo lo ha establecido:

La participación informada y efectiva de los hombres y las mujeres en cada esfera de la vida es necesaria si la humanidad quiere sobrevivir y enfrentar los desafíos de su futuro.

Hemos venido a Ocho Ríos de todas partes del mundo, anhelando una nueva comunidad internacional de justicia, democracia y respeto a la diferencia. Vemos aún, por todas partes, una globalización económica que amplía la brecha entre los que tienen y los que no tienen, creando necesidades en un creciente número de hombres y mujeres excluidos, así como la degradación del medio ambiente. Este proceso de globalización cambia también el foco de atención del aprendizaje de los colectivos a los individuos. Este contexto exacerba diversas formas de discriminación basadas en las diferencias de género, raza, discapacidades, clase, religión, orientación sexual o preferencias personales, edad, las diferencias lingüísticas y étnicas, la discriminación de los pueblos originarios, de los refugiados, migrantes y poblaciones desplazadas.

Hemos constatado que, desde los diversos rincones de la tierra, un enorme número de personas, reunidas en Porto Alegre, Gothenberg, la Ciudad de Québec, Génova y muchos otros lugares, han expresado su profunda preocupación sobre la actual dirección del mundo conducida por los actores financieros internacionales. Al mismo tiempo hemos constatado la emergencia de formas de

ciudadanía global y la importancia de las acciones en el ámbito local y de los grupos de base para desafiar esta globalización.

Estamos atrapados en un dilema entre las posibilidades de una sociedad que favorezca el aprendizaje, genuinamente democrática y sustentable, y la pasividad, pobreza, vulnerabilidad y caos que la globalización económica esta creando por doquier. Nos comprometemos a trabajar por un mundo equitativo en el que todas las formas de discriminación sean eliminadas y la paz sea posible.

En este contexto, el Consejo Internacional de Educación de Adultos (ICAE), junto con sus organizaciones regionales, asociaciones nacionales y redes, necesita apoyar a la gente que ha sido invisibilizada a manifestar su propia voz. Estamos comprometidos a ser críticos con nuestra propia experiencia. Con este fin tenemos compromisos y propuestas para la acción que empiezan por nosotros mismos.

Compromisos/Propuestas de Acción:

- Trabajaremos para asegurar que la gente, hombres y mujeres, sean escuchadas y tomadas en cuenta en la decisión de políticas en el ámbito global.

- Apoyaremos las mejores oportunidades posibles para las personas adultas y el trabajo de aquellas personas que facilitan el aprendizaje en la diversidad de contextos, con la suficiente flexibilidad para responder adecuadamente a sus necesidades y esperanzas. Buscaremos un radical mejoramiento de las oportunidades de articulación y formación de redes en ambos sectores.

- Apoyaremos iniciativas para fortalecer procesos de toma de decisiones populares y democráticos con nuestras propias redes y en nuestro entorno inmediato como una contribución para la gobernabilidad creativa y democrática.

- Fortaleceremos también nuestras capacidades institucionales para la defensa y promoción del aprendizaje a lo largo de la vida de tal manera que las personas y sus comunidades puedan realizar su potencial. Con este fin, publicaremos en 2002 un manual didáctico para favorecer iniciativas publicas por y en favor de las personas adultas.

- Desarrollaremos modalidades de acción para reportar cómo las agencias de la ONU, los gobiernos, las ONGs, las empresas y otros actores, cumplen los compromisos que han hecho para ayudar a las personas adultas a aprender y, en particular, auditaremos nuestro propio trabajo como redes para lograr los compromisos establecidos en la V Conferencia Internacional de Adultos (CONFINTEA), organizada por UNESCO y realizada en Hamburgo en 1997 y en la Conferencia Mundial de Educación, en Dakar en 2000. Además, valoraremos la contribución de la educación de las personas adultas a la transformación social y económica.

- Publicaremos un reporte en 2003 sobre que tanto se han cumplido los compromisos establecidos en el plan de acción de la V CONFINTEA.

- Apoyamos el establecimiento de un Observatorio Internacional sobre la Educación en prisiones.

- Compartiremos y apoyaremos experiencias exitosas de Educación de personas adultas que fortalecen el desarrollo sustentable, la equidad, la justicia y la renovación de la gobernabilidad democrática.

- Ayudaremos a que la gente se beneficie, unos a otros, desde su experiencia, para asegurar el mayor acceso posible a la información a través de redes y del uso imaginativo de las tecnologías. Reconocemos el valor de los materiales y acciones de los grupos de base y sus esfuerzos para documentarlos.

- Promoveremos la Educación popular, reconociendo el conocimiento inherente de las personas adultas y usando métodos y procesos participativos.

- A la luz de los compromisos de Dakar, identificaremos cual es el costo financiero para cumplir con el Marco de Acción de esta Conferencia y presionaremos a la comunidad mundial para enfrentar las necesidades de financiamiento.

- Identificaremos las capacidades transformadoras de los procesos y espacios de trabajo como sitios de aprendizaje para el pleno desarrollo de las personas, sus organizaciones y sus comunidades.

- Promoveremos iniciativas que profundicen la sinergia entre el aprendizaje a lo largo de la vida de los profesionales de la salud y el desarrollo de programas de Educación para la salud en comunidades populares, reconociendo la urgente necesidad de reformas estatales para la atención de la salud primaria y el derecho de cada ciudadano para la atención de su salud.

- Promoveremos el valor de los procesos de aprendizaje, informales y no formales, de las personas adultas, para equilibrar las actuales tendencias que enfatizan la educación formal.

- Revisaremos todo nuestro trabajo para asegurar que enfrenta la discriminación y marginalización por razones de género y toda otra forma de inequidad e intolerancia.

- Trabajaremos para fortalecer la solidaridad con las personas adultas negadas en su derecho a aprender en situaciones de conflictos violentos, ocupaciones y sanciones extranjeras.

- Fortaleceremos la solidaridad entre nuestras redes para impulsar iniciativas que promuevan y celebren el aprendizaje de los adultos a través de festivales, Semanas del Aprendizaje de los Adultos, el logro de los Planes Nacionales de Acción para una Educación para Todos.

- Desarrollaremos una relación mas activa con los medios masivos de comunicación para fortalecer su rol en la educación y en la construcción de una ciudadanía democrática.

Llamamos a nuestros aliados en los gobiernos y agencias multilaterales y bilaterales a asumir su parte para apoyarnos a lograr este programa de trabajo.

Llamamos a los movimientos sociales, las organizaciones no gubernamentales y otras organizaciones de la sociedad civil, inmersas en el amplio campo de la vida publica y los temas sociales, a trabajar con nosotros, complementándonos unos a otros, para el mismo fin.

Llamamos a apoyar al Instituto de Educación de la UNESCO, como la instancia mandatada por Naciones Unidas para promover el aprendizaje de los adultos a lo largo de la vida y, para realizar la reunión de seguimiento internacional de la V CONFINTEA, para 2003.

Estamos determinados a aprovechar el momento para avanzar de las palabras a la acción.

CONCORDANCE

WORKSHOP REPORTS AND PLENARY PANEL PAPERS

IN *CONVERGENCE* 34(2–3)

The following Workshop Reports and Public Panel Papers were published in the special World Assembly double issue of Convergence Volume 34, Issues 2–3. Copies of this double issue can be ordered from the ICAE Secretariat.

WORKSHOP REPORTS

A Series

A1 Making a Case for Adult Learners: Guidebook on Policy Advocacy 38

A2 Policy Advocacy for Adult Literacy 40

A3 Adult Learning Documentation and Information: Building the Network 42

A4 Primary Health Care Reform in the Americas: Implications for Human Resource Development and Lifelong Learning 44

A5 Lifelong Learning and Adult Education Policy 45

A6 Adult Education in Prison 47

B Series

B1 Adult Learners Week/Learning Festivals Workshop 49

B2 Adult Learning: A Tool for the Empowerment of People Facing the Rapid Transformation of Work 51

B3 Global citizenship and Gender Justice 52

B4 Peace Education and the Resolution of Violent Conflict 55

B5 Globalization and Social Movements Learning: Seattle, Porto Alegre, Quebec and Beyond 56

B6 Training the Post-CONFINTEA Adult Educator 62

PLENARY PANEL PAPERS

FIRST PUBLIC PANEL:
Policy Advocacy: The Right to Learn of All Women and Men

Haddad, Sérgio. "Policy Advocacy for the Right to Learn of All Women and Men" 78

Khan, Maria Lourdes A. "Presentation for Panel on 'Policy Advocacy for the Right to Learn of All Women and Men'" 73

Longwe, Sara Hlupekile. "Women's Right to Unlearn" 65

Tuckett, Alan. "Advocacy: Making the Case for Adult Learners" 81

SECOND PUBLIC PANEL:
Globalization and Self-Governance: The Collective Action of Citizens

Alfaro Moreno, Rosa Maria. "Redes Ciudadanas Globales y Recuperación del Sentido de Comunidad" 85

Ollivier, M. Émile. "De l'Urgence d'une Éducation à la Citoyenneté à l'ère de la Globalisation" 95

SPECIAL PLENARY SESSION:
Adult Learning in the Caribbean at the Beginning of the New Century

Carrington, Lawrence. "Addressing the Effectiveness of Adult Education in the English-Speaking Caribbean" 31

Due to space limitations, the following Public Panel Papers were not published in the special World Assembly double issue of Convergence.

Ouane, Adama. "Advocating for the Right to Education: A Core Mission of UNESCO." 1st Public Panel

Barki, Aïcha. "Education des adultes, globalisation, auto-gouvernance et citoyennete." 2nd Public Panel

Negm, Seham. "The Civil Society and Globalization." 2nd Public Panel

CLOSING ADDRESS

REMARKS AT THE CLOSING CEREMONY

By Senator Burchell Whiteman

Minister of Education, Youth & Culture

August 11, 2001

If I repeat my absolute pleasure at your presence and the apparent success of this World Assembly, I hope you will appreciate that I do it in all sincerity. The number of participants who have spoken to me directly or who congratulated and thanked the Prime Minister or who have indicated to our local Conference team how good the experience has been provide more than adequate justification for my pleasure. I therefore thank and congratulate you all for your several and collective contributions to this assembly and for the ways in which you have advanced the causes of Adult Education.

The observations which I am about to make derive in part from some of the decisions of the Assembly and in part from my own reading of developments in the field regionally and internationally.

First I have to commend you on the management of the strategy for improving the level and quality of advocacy. Traditionally, governments, even well-meaning democratic governments are a little suspicious of advocacy groups. This arises in part from a tendency to deal with absolutes. Specific failures become the basis for generalisations about incompetence. Identification of needs is interpreted as an indictment of the provider. And so on. And of course elected governments, in the face of exaggerated claims from the advocates become defensive, begin to charge that the self-appointed advocates are usurping the role of the duly elected representatives.

In the face of these negative outcomes or negative models of advocacy, it is refreshing to find that there are ways—

and effective ways—of managing advocacy so that the intended beneficiaries are not caught in the crossfire between warring entities. Clearly, the situation is made easier when the policies and principles of governments are sufficiently rooted in development, empowerment and human rights philosophies and the programmes reflect the appropriate directions and orientations.

I believe that your deliberations here will have profited from the shared experience of best practices and best models in dealing with advocacy issues. I believe that among other things it will have emerged that the stridency of Seattle, the querulousness of Quebec City and the guerilla tactics of Genoa can be replaced by the openness of Ocho Rios.

It is my view that most governments desire and aim for an empowered populace, a society in which every adult can make an optimal contribution to his or her own development as individual, as citizen, as worker. I believe that the process of achieving that empowerment is as important as the objective itself. Organisations such as all of those represented here are the best advocates for the voiceless to the extent that they are also a part of the process of that empowerment. You are the experts in process, in methods, in evaluation. You have the confidence of the institutions and the individuals who are most directly affected by those processes. You therefore are critical partners in the enterprise.

It is therefore imperative that you are not only identified as such but that the constituents whom you represent see you as one vertex of the triangle. It is the citizen, the state authority and the facilitator who together constitute the solution. There will be times when the voice of one or other party will be stronger, and there will be times when particular issues will predominate. But in the overall scheme of things—if I may change the metaphor for a moment—the advocate and the government must remain on the same side of the fence, and must remain open to each other.

As the Prime Minister said on Thursday referring to a more general issues of governance and the people, shared information and shared understanding will provide a more realistic and hopefully therefore a more successful response to dealing with development issues.

The second matter I wish to refer to has to deal with globalisation. I am aware that you had an excellent session on this subject yesterday—as indeed you have had on other themes. I nevertheless want to put on the table the community of interest aspect of globalisation which this international body uniquely possesses.

Within countries and across national borders, there are communities of disadvantaged persons whom you seek to serve. Both developed and developing countries have their adult populations which have not been appropriately mainstreamed and therefore constitute constituencies of need. No country, whether developed or developing, has escaped the impact of uneven treatment of its citizenry, in respect of education, training and empowerment. No country, whether rich or poor, has avoided the disparities of income and opportunity

which disable the entire society to a greater or lesser degree.

It is important therefore that this International Council for Adult Education continues to be an active forum whose focus remains on human development and individual empowerment rather than the protection of ideologies or approaches which pit countries and regions against each other.

I fully appreciate that education is now an enterprise which takes its place as part of the larger information and knowledge industry. Education and training are now commodities in which countries trade as they do in other service industries such as tourism and travel or banking and insurance. However, in the spirit of fighting the common enemy of ignorance, illiteracy and disenfranchisement, and preserving the modality which has guided you for three decades, I would urge you to guard against using the globalisation frameworks and institutions to widen the gaps between the capacities of the developed and the developing world.

Let the transfer of knowledge, the know-how, the know-why and the know-what be genuinely bi-lateral and mutually respectful, remembering that each of us has something to learn from the other and that our primary beneficiaries are the people in need—whether they be in Kenya, Jamaica, Canada or Uzbekhistan.

In short, all of us are in this together and Adult Education must never by allowed to become another arena through which the world becomes further divided.

Finally, let me once again encourage you to use to the fullest extent possible the mechanisms and technologies which are now available to you in this Information Age as you pursue your work.

Today, you can share information, you can share software solutions, you can send messages to governments, perhaps most effectively through the people, to great effect and often very economically by using the information and communication technologies which exist.

I found it a happy coincidence that your premier publication is called *Convergence* which is also the name of the game in the media and communications industries today. Your information can reach your target audiences in multimedia formats attractively, quickly, economically—for prompt access, storage and later recall, if you apply the creativity and the imagination which are so critical to your ultimate success. The electronic media can and will be your strong partners in all of this—to the mutual advantage of themselves and you.

I have to commend Canada not only for hosting the headquarters of the ICAE but for providing on the worldwide web what seems to be the most comprehensive database on Adult Education available (*NALD*). I would suggest that to deepen and strengthen our links and our work, national organisations might create more electronic links to sites and databases which are of particular value and relevance to their own users and so create easier access to more services for the practitioners and indeed the adult learners in the field.

May I also suggest that since up to date information is also a major contributor to motivation—both negative and positive—you might consider keeping an updated scorecard of initiatives and progress in countries and regions, and that you share this information with media houses, policy makers and all interested parties so that in a sense we may all be on the same page.

This Assembly has by all accounts been a very successful one. I know that in the future you will be measuring its success in terms of the difference which it makes to the adult communities and individuals whose development has been advanced as a result of Ocho Rios. All of you by virtue of your involvement in and commitment to the work of Adult Education are creative, enterprising, hardworking and practical people. I have no doubt that through the information shared, the declarations made and the specific plan of action—which I hope you will monitor and review on an ongoing basis, and on which you will publish information—I have no doubt that you will in the end say, "It was good for us to be here."

It has been my privilege and pleasure to have been a small part of this Assembly. The Government of Jamaica and the Ministry of Education, Youth and Culture have been very proud to host this meeting and we are very honoured to have had you in our country. You can be assured—and I know Lascelles Lewis, Vilma McLenan and their respective teams will hold me to this—that as a government we will continue to give all the support we can, as we seek to play our part in improving the quality of life of all our people and sharing in the empowerment of people for the fullest realisation of their common humanity.

Thank you for making it Jamaica. As we traditionally say to one another and to our guests: Walk good. And when you reflect on us and the time which you spent here, I would also encourage you to—as we say—"wheel and come again."

GENERAL ASSEMBLY OF MEMBERS

Ocho Rios, Jamaica, August 12, 2001

Following the ICAE Sixth World Assembly on Adult Education, member organizations of the International Council for Adult Education met on August 12 at the General Assembly. Forty- four regional and national member organizations were represented at the Assembly.

1. Opening of the General Assembly, by Mr. Paul Bélanger, ICAE President

2. Adoption of the Agenda and the quorum

   Adoption of the minutes of the Special General Assembly, 1999

   Report on the activities 1999-2001

   Financial Report 1999-2001

   Debate on the ICAE actions, priorities and interventions:

   - World Assembly workshop recommendations
   - Regional caucuses sessions and presentation of their recommendations

   Constitutional Committee Report and Proposal

   Executive Committee Elections

3. ICAE Report on the activities since the Special General Assembly in 1999 presented by the President, Mr. Paul Bélanger

4. ICAE Financial Report 1999-2001 presented by the Treasurer, Ms. Celita Eccher

5. Debate on the ICAE actions, priorities and interventions started with presentations of summaries of reports and main recommendations coming from thematic workshops of the Sixth World Assembly prepared and submitted at the closure of the World Assembly

6. Constitutional Committee Report presented by Mr. Janos Tóth, Chair of the Committee

7. Meetings of Regional Caucuses to develop and discuss their recommendations for the Strategic Plan of ICAE

   Africa. Report by Joseph Pokawa, PAALAE
   Arab Region. Report by Abdulaziz Alsunbul, ALECSO
   Asia/South Pacific. Report by Bernie Lovegrove, ASPBAE
   Caribbean Region. Report by Vilma McClenan, CARCAE
   Europe. Report by Sue Waddington, EAEA
   Latin America. Report by Carlos Zarco, CEAAL
   North America. Report by Budd Hall, NAAPAE

Summarizing presented recommendations, the ICAE President underscored the consensus on the Policy and Advocacy; Networking/Synergy; and Communication and Information priority areas to be developed by the ICAE and its networks. The new Executive Committee will operationalize these recommendations into a strategic plan and will ensure that actions will be initiated as soon as in the four following months. With the agreements of the Assembly, the President summarized the other recommendations about the next WA: simultaneous translation, preparation through regional meetings, participation through electronic means of absent members, and gender balance on panels.

8. Elections of the Executive Committee. Profiles of the Executive Committee members are listed on page 63 of these *Proceedings*

President	Paul Bélanger
Treasurer	Celita Eccher
Vice-Presidents	
Africa	Babacar Diop
Arab Region	Ghada Al-Jabi
Asia-South Pacific	Maria Lourdes Almazan-Khan
Caribbean	Vilma McClenan
Europe	Janos Tóth
Latin America	Carlos Zarco
North America	Tom Heaney

9. In closing the General Assembly, the ICAE President and other members of the newly elected EC expressed their commitment to ICAE and its membership. The President expressed the gratitude of ICAE's members to the cooperation agencies of Canada, Denmark, Norway and Sweden, as well as the Commonwealth Foundation and the Ministry of Education of Jamaica for their support and recognized the unique cooperation of the Jamaican Committee for their enthusiasm and solidarity.

The date and place of the next World and General Assembly will be determined by the EC, bearing in mind upcoming global events.

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I.C.A.E. Sixth World Assembly

Ocho Rios, Jamaica, August 9-12, 2001

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ICAE EXECUTIVE COMMITTEE

— PROFILES —

President

Paul Bélanger
(Canada)

Mr. Bélanger has been the director of the UNESCO Institute for Education (UIE) since 1989 and is an architect of UNESCO's Fifth International Conference on Adult Education. Until 1984, he was the general director of the Canadian Institute for Adult Education in French-speaking Canada. Before taking on his present responsibility at UNESCO, he was the director of the Institute of Applied Research on Work in Canada and the chairperson of the Public Commission for the Evaluation of Junior Colleges.

Mr. Bélanger is the author of many studies on adult education in Canada and Africa and at the international level. After completing a master's degree in philosophy at the University of Ottawa, a master's degree in social science at the University of Montreal and a postgraduate study in adult education at Manchester University in the United Kingdom, he completed a PhD at the Sorbonne in Paris. He received an honorary doctoral degree from the University of Surrey (UK) in December 1998.

Treasurer

Celita Eccher
(Uruguay)

A Uruguayan feminist educator, Ms. Eccher has a degree in social work (1977) from the University of Social Sciences in Uruguay and has also studies at the Catholic University of Porto Alegre, Brazil (1979). Her professional experience includes: chief of development of management at the Cooperative Manos del Uruguay, 1979-1992; teacher of management and administration, University of Social Sciences, 1990-1994; founder and director of several associations and NGOs and member of the Board of the College of Social Workers, 1984-1988. Her functions include: treasurer of Red de Educación Popular Entre Mujeres (REPEM), 1988-1994; general co-ordinator of REPEM, 1996–; co-ordinator of the ICAE/Gender and Education Office (GEO), 1997–; vice-president (Latin America) of the ICAE, 1994-1999; and member of the Steering Committee of DAWN. Ms. Eccher is the author and editor of many publications.

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Vice-Presidents

Africa
Babacar Diop Buuba
(Senegal)

Mr. Diop has been the chairman of the Senegalese Association for Literacy and Adult Education since 1990. He was a member of the Executive Committee of the African Association for Literacy and Adult Education, 1990-1996, and secretary general of the Union of Teachers of Senegalese Universities, 1985-1990, and the Federation of the Teachers in Senegal, 1990-1995. Currently Mr. Diop is associate professor at the University Cheikh Anta Diop in Dakar, Senegal, where he teaches history and ancient civilizations.

Arab Region
Ghada Al-Jabi
(Syria)

Ms. Al Jabi is now Minister of Labour and Social Affairs, Government of Syria. She has served her government before as Director of the Illiteracy Elimination Division in the Ministry of Culture of Syria. Ms. Al Jabi is also chairperson of the Executive Council of the Arab Network of Literacy and Adult Education, and has been honoured by both UNESCO and the ICAE for her con-tributions to women's education, literacy and adult education.

Asia/South Pacific
Maria Lourdes Almazan-Khan
(India, Philippines)

Ms. Almazan-Khan is the incumbent secretary general of the Asian South Pacific Bureau of Adult Education. She has extensive experience in local and regional NGO development work, having served in various leadership capacities with major NGOs in India and the Philippines. A Philippine national, Ms. Almazan-Khan lives in Mumbai, India with her Indian husband.

Caribbean
Vilma M. McClenan
(Jamaica)

Ms. McClenanis the chairperson of the Caribbean Regional Council for Adult Education (CARCAE) and the first vice-president of the Jamaican Council for Adult Education. She has been actively involved in adult continuing education in her region since 1989 and currently represents CARCAE in the ICAE's Learning for Environmental Action Programme. She also serves on the Editorial Advisory Committee of *Convergence*. Ms. McClenan is the co-ordinator for Academic Programmes offered via distance education methodology by The University of the West Indies, Distance Education Centre.

Europe
János Sz. Tóth
(Hungary)

Mr. Tóth has been an Executive Board member of the European Association for the Education of Adults (EAEA) since 1998, and a member of the board of the European Symposium on Voluntary Associations since 1993. An educator with a degree in sociology, Mr. Tóth teaches adult education at the Budapest University. He is currently the managing president of the Hungarian Folk High School and editor of *Education*, the Society's Hungarian publication. He is

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also a member of the editorial board of the Polish adult education quarterly *Edukacja Doroslych*. A part-time professor and a PhD condidate at the University Debrecen, Mr. Tóth is a recipient of the Hungarian Republic's Golden Cross of Merit (1998).

Latin America
Carlos Zarco Mera
(Mexico)

An educator with degrees in psychology and sociology and extensive experience in popular education, NGO development and the third sector, Mr. Zarco was actively involved in the urban popular movement and Christian communities in Mexico and has been an active member of the NGO community in Mexico and Latin America. Currently he is acting secretary general of the Latin American Council on Adult Education. He has served on the Executive Committee of the World Association for Christian Communication and is the organization's vice-president in Latin America.

North America
Tom Heaney
(United States)

Mr. Heaney is an associate and co-founder of the Lindeman Center for Community Empowerment through Education, a Chicago-based organization that develops education and research projects with low income and oppressed groups. He was among the founding members of the North American Alliance for Adult and Popular Education (NAAPAE). For over twenty years, Tom Heaney is an associate professor of adult education at National-Louis University and director of the Adult Education Doctoral Program, which began in the summer of 1996. Formerly a member of the graduate faculty at Northern Illinois University, he received his Ph.D. in Adult Education from the Union Institute in 1980.

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I.C.A.E. Sixth World Assembly

Ocho Rios, Jamaica, August 9-12, 2001

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We are caught in a dilemma between the possibilities of a genuinely democratic and sustainable learning society, and the passivity, poverty, vulnerability and chaos that economic globalisation is creating everywhere. We commit ourselves to work for an equitable world where all forms of discrimination are eliminated and peace is possible.

From the *Ocho Rios Declaration*

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